

# Race to the Top – Early Learning Challenge

# 2015 ANNUAL PERFORMANCE REPORT



# JUNE2016



## Race to the Top Early Learning Challenge

### Race to the Top - Early Learning Challenge Annual Performance Report CFDA Number: 84.412

**Kentucky**

2015

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### General Information

1. PR/Award#: S412A130045

2. Grantee Name Governor's Office of Early Childhood

3. Grantee Address  
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State: Kentucky Zip: 40601

4. Project Director Name: Terry S. Tolan

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### Reporting Period Information

5. Reporting Period: From: 01/01/2015 To: 12/30/2015

### Indirect Cost Information

6. Indirect Costs

- a. Are you claiming indirect costs under this grant?  Yes  No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government?  Yes  No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): From: \_\_\_\_\_ To: \_\_\_\_\_

Approving Federal agency:  ED  HHS  Other Specify other: \_\_\_\_\_

*(Submit current indirect cost rate agreement with this report.)*

## **Executive Summary**

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

Kentucky is pleased to report on progress in the implementation of the state's Race to the Top Early Learning Challenge plan. 2015 was the second full year of implementation and significant milestones and deliverables were met during the calendar year. The plan calls for reform efforts in three areas: Improving the quality of care in early learning and development programs (including supporting a high quality workforce), engaging families as their child's first and most important teacher, and enhancing our ability to measure the impact of our work by improved data collection and integration.

2014 was a foundational year where much of the infrastructure, workforce and necessary agreements were put into place to facilitate implementation of the plan. Kentucky decided to divide the work into seven distinct projects, the largest and most complex of which was the redesign of the state's legacy tiered quality rating and improvement system (called STARS for KIDS NOW). The new system builds on our knowledge and experience since the launch of STARS in 2000. The remaining six projects support the redesign of the rating system by providing additional supports to engage families in their children's early care and education, promoting opportunities for high quality professional learning for early childhood leaders and educators and enhancing data collection.

Significant accomplishments in 2015 include:

- Passage of House Bill 234 requiring that any program that receives public funding must participate in the tiered quality rating and improvement system once Kentucky All STARS has been implemented.
- 697 licensed and certified programs joined the present STARS quality rating and improvement system. The total number of participating programs in the rating system was 1,728 by December 31, 2015. This represents 75% of all licensed and certified child care in the state.
- Conducting a successful pilot of the Kentucky All STARS rating and improvement system in which 2,389 responses were collected from early learning and development programs. This includes responses from licensed and certified programs, Head Start and state funded Pre-K programs.
- 24,191 children received services through the Child Care Assistance Program.
- 1,127 early childhood educators completed the free online courses on the Kentucky Early Childhood Standards.
- The state printed and distributed 261,621 copies of the Parent Guides based on the Kentucky Early Childhood Standards in both English and Spanish. This includes 101,982 copies of the birth to three guides and 159,639 copies of the three and four year old guides.
- 964 early childhood and health care professionals completed training on Kentucky Strengthening Families. This includes 869 face-to-face and 95 online trainings.
- 8,173 brochures were distributed statewide on Kentucky Strengthening Families and protective factors

### **Improving the Quality of Early Care and Education Programs - 2015 Highlights**

Improving the quality of early care and education programs continues to be a key strategy to improve outcomes for children and to improve kindergarten readiness. The Race to the Top Early Learning Challenge grant funds have allowed the state to accelerate implementation of some aspects of the state plan. Undoubtedly the largest and most complex component of the plan is the redesign of the state's tiered quality rating and improvement system, STARS for KIDS NOW. In 2015 significant progress was made in the redesign effort. The STARS Redesign Workgroup, representing a statewide group of stakeholders and experts began work in 2012 to identify the structure and standards of quality the new system should embody. Starting in the spring of 2015, the Kentucky Department of Education, the Division of Child Care and the Governor's Office of Early Childhood began work to operationalize the new standards of quality. They met with a panel of nationally recognized experts to agree upon a single set of quality standards which would apply to all early

childhood settings. They then designed and implemented a pilot of the proposed standards. The first phase of the pilot began in July of 2015 and concluded on December 31, 2015. During this phase, data was collected on each standard, new tools were tested and data was gathered to inform development of the final set of standards and documentation needed to operationalize the new rating and improvement system.

Also in 2015, Kentucky sought to increase access to high quality training opportunities for early childhood professionals. Building on the work that began 2014, the state published the second module in a series on the Kentucky Early Childhood Standards. These modules are designed to provide professionals with foundational knowledge on how the standards can be used to individualize the education of a child in a developmentally appropriate way that meets all their needs. The modules are free of charge and provide credit which counts toward licensing requirements to professionals who complete the course. As of December 31, 2015, 1,127 professionals completed the online modules for the Kentucky Early Childhood Standards.

Responding to the latest research and lessons learned from other Early Learning Challenge states, Kentucky expanded our scope of work to include the formation of Early Childhood Leadership Academies. The Academies will build a learning community for early childhood leaders to reinforce the idea that continuous program improvement can only happen when leaders of programs understand the importance of high quality professional learning. A contractor was selected in 2015 to manage the program. In 2016, five concurrent regional cohorts of 25 early childhood leaders will participate in the Academies across the state. The Academies will be offered again in 2017 resulting in a total of 250 early childhood leaders who will have participated in the Academies by the end of the Early Learning Challenge grant.

#### **Engaging families as their child's first and most important teacher - 2015 Highlights**

In 2015, Kentucky continued to provide supports for families to engage in their children's early care and education. Since its creation in 2011, the Governor's Office of Early Childhood has adopted strategies to directly and indirectly communicate with parents, particularly parents of high needs children. Starting in 2013 and continuing throughout 2015, the Governor's Office of Early Childhood has produced a monthly message for families. The messages provide information on a wide range of topics such as health and safety, the importance of early development, developmentally appropriate strategies to increase language, literacy and math skills, and the importance of strong social emotional development. The messages are widely distributed to families through the state's network of Community Early Childhood Councils and others - more than 5,200 news letters and emails are sent each month to partner agencies. Intermediaries are encouraged to distribute them both electronically and in hard copy to their parent audiences. The messages were also accessed directly on the Governor's Office of Early Childhood website almost 3000 times throughout 2015.

The Governor's Office of Early Childhood also prints and distributes the Parent Guides based on the Kentucky Early Childhood Standards. The Parent Guides are widely used by licensed and certified child care programs, Head Start and state funded Pre-K programs to give parents ideas for simple activities they can do with their young children. In 2015, the Governor's Office of Early Childhood printed a total 261,621. This includes 101,982 copies of the birth to three guides and 159,639 copies of the three and four year old guides. The Parent Guides are also available in Spanish.

Another key strategy was the continued expansion of the United Way Born Learning® Academies. The Academies, which began here in Kentucky, embrace a simple premise: Every moment in a young child's life is a learning moment. United Way Born Learning® Academies were initially created by United Way of Greater Cincinnati and expanded through a grant from Toyota Motor Manufacturing of Kentucky. In 2014, the state accelerated the expansion of the Academies with Race to the Top Early Learning Challenge funding and created a permanent and sustainable training and support structure for them through the state's Family Resource and Youth Service Centers. United Way Born Learning® Academies bring together families and their young children for six evening sessions at their local elementary school. Dinner and child care are included. One parent commented, "One reason I signed up last year is my husband and I have very different parenting styles. And we're both guilty of doing things as our parents did, but our backgrounds are not similar. Hearing an expert opinion or presentation at Born Learning gives us information to use together as a springboard at our house. When we get the info together from a neutral party, it's well received and more likely to make a positive impression."

Twenty five academies were added in 2014 and twenty five more in 2015. 1,380 families have participated in United Way Born Learning® Academies and by the end of 2017 Kentucky through Race To The Top-Early

Learning Challenge will have funded, trained and supported 150 new Academies.

Kentucky also continued to introduce and embed the Strengthening Families framework of protective factor into programs and agencies that directly serve high needs families with young children. In 2014 the state worked to refine the exact definition of protective factors that best worked for Kentucky Families. The result was the Kentucky Strengthening Families framework, which is now utilized by multiple state agencies to help build resiliency in families to mitigate the negative effects of toxic stress, reduce child abuse and increase kindergarten readiness. In 2015, the Kentucky Strengthening Families Leadership team, a volunteer group of state agencies, private businesses, non-profit organizations and early childhood advocates, worked to provide high quality training and technical assistance to early childhood and health care professionals across the state. In 2014, the state conducted train-the-trainer sessions to develop a cadre of authorized trainers who could provide sessions on Kentucky Strengthening Families protective factors within their own organizations. In 2015, we developed an online training that provided an overview of Kentucky Strengthening Families and made it even more widely available to a larger audience. This enhanced access was particularly directed at meeting the need to train a large number of early childhood educators in preparation for the implementation of the new Kentucky All STARS quality rating and improvement system, which includes Kentucky Strengthening Families as a component. By the end of 2015, 964 professionals had completed the Kentucky Strengthening Families Training.

### **Enhancing the ability to measure the impact of the work by improved data collection and integration - 2015 Highlights**

Since the 2013-14 school year, public school districts across the state have screened all incoming kindergarten students using the BRIGANCE Early Childhood Kindergarten Screener. This is done so information on the status of children's readiness can be obtained and used to help communities develop strategies to better support children's needs. The Kentucky Department of Education publishes the readiness data by school and district on openhouse.education.ky.gov, the data warehouse for all publicly available data. The information posted provides a vast array of information on school readiness levels throughout the state, including readiness by developmental domains, income, race, gender and more. As the data became available, it became clear that communities needed additional information in order to form strategies to meaningfully impact school readiness. Therefore, in 2013, the Data Subcommittee with the Governor's Office of Early Childhood, the Early Childhood Advisory Council, the Kentucky Department of Education, the Cabinet for Health and Family Services and the Kentucky Center for Education Workforce Statistics developed the Early Childhood Profile. The Profile combines the Brigance Kindergarten Screener results with a number of different early childhood data elements to present a quick view of the early childhood needs and services in each community. Profiles display each county's school readiness data, participation in early care and education programs, third grade assessment results, demographic information related to risk factors, health and family service data, health care data, information on child care quality (program participation in and rating in the tiered quality rating and improvement system) and data on the early childhood workforce. Data on the profile was selected intentionally to suggest actions that communities might take to improve school readiness. In addition to use by councils, some school districts, United Ways and other local leaders have used the Profile to convene local discussions about kindergarten readiness. To further encourage use of the profile, in 2015 it became part of the Superintendents School Readiness Toolbox and was a key tool used to introduce superintendents to risk factors and local strategies. Profiles can be found at: <https://kcews.ky.gov/Reports/EarlyChildhoodProfiles/EarlyChildhood2015.aspx>

While there was much progress in 2015, year two was not without its challenges. In the following section, we identify those challenges and the strategies used to address them.

### **Challenge #1 - Redesign of the Tiered Quality Rating and Improvement System**

2015 represented a critical year in the state's efforts to redesign the tiered quality rating and improvement system. Kentucky has operated a quality rating and improvement system, called STARS for KIDS NOW, since 2000. The rating system is voluntary for licensed centers and certified family childcare homes but does not include school based programs. In 2011 the state worked with Child Trends to evaluate the existing system. Several recommendations emerged from the evaluation for how the system may be improved and to support what the latest research suggested as the best practices to improve child outcomes. The Child Trends evaluation was further supported by the state's annual program evaluation of the STARS system that was conducted by the University of Kentucky, which also suggested how the rating system might be updated to

foster continuous program improvement.

In 2012 - 2014, much of the redesign work was done by the STARS redesign workgroup, part of the Early Childhood Advisory Council. Members of that team identified the structure and new standards of quality for the redesigned system, Kentucky All STARS, that included standards in the following categories: Family and Community Engagement, Curriculum Planning and Assessment, Classroom Environments, Staff Qualifications and Professional Development, and Administrative and Leadership Practices. The Workgroup developed a philosophical framework, essential elements of quality, a plan for fostering continuous improvement, and a recommendation for the structure. At the end of 2014, they handed off their recommendations for the new standards of quality and structure to the state agencies responsible for implementation.

The Cabinet for Health and Family Services is the state agency that operates the existing STARS tiered quality rating and improvement system for licensed and certified providers. The Kentucky Department of Education operates the Preschool Program Review or P2R that monitors school-based programs for both compliance and quality. Although both systems were comparable, they operated on two slightly different sets of standards. For example, public preschool required programs to support successful transitions for children and families, share community resources to families, and adopt developmentally appropriate curricula that addresses the Kentucky Early Learning Standards. STARS does not. Child care gave credit for national accreditation, preschool did not. Also the two programs had different rating cycles. Because it has always been the intention that the new rating system would include school-based programs and licensed and certified programs, it was necessary that the new quality standards be appropriate for all program types. It became clear early in 2015 that the subtle differences between STARS and P2R could potentially pose a significant challenge to operating a unified system. Obtaining consensus regarding how to operate a rating system based on a single set of standards proved to be very time consuming and the state experienced significant delay on operational deliverables as a result.

### **Strategies to address the challenge**

In order to overcome the implementation barriers, Kentucky held a series of meetings with all the participating state agencies to craft a plan to move forward. These meetings included the top leadership and operational teams in the Cabinet for Health and Family Services, the Department of Education and the Governor's Office of Early Childhood. During these facilitated discussions, the teams reviewed the proposed standards and reached a consensus on how each standard could be refined to apply across all program types. Once this work was completed, the state engaged a panel of national experts that had experience helping other states navigate how to implement a unified system that includes school based and non-school based programs. The experts led a two day retreat that included all the members of the earlier meetings plus personnel from the University of Kentucky's Human Development Institute (the organization that currently operates the coaching and quality portion of STARS), the Race to the Top Early Learning Challenge technical assistance team and the Region IV technical assistance team. The goal of the meeting was to craft a plan that would move implementation of the new rating system forward.

### **Outcome and Results**

The result of the 2015 facilitated leadership meeting and the meeting with the expert panel was a plan that clearly defined roles and responsibilities, established deliverables and timelines, and detailed the implementation of the pilot of the new rating system called Kentucky All STARS. The pilot was designed by the University of Kentucky and input from a new steering committee that was co-chaired by leadership from the Division of Child Care and the Department of Education. The first phase of the pilot started on July 1 with the goal of collecting information from providers regarding the new quality standards, conducted on-site verification of the new standards, compared the results between ECERS-3 and ECERS-R when used for environmental rating, conducted interviews to inform innovation in quality coaching and gathered information on the effective use of measures of adult-child interactions. The first phase was completed on time by December 31. The next phase of the pilot will begin on January 1 and run through March 31 and will consist of aggregation and analysis of the data collected in phase one. The analysis will further inform the design of Kentucky All STARS and the support structure, which is scheduled for a statewide launch on July 1, 2016.

### **Challenge #2 - Leadership Changes**

Kentucky faced two significant changes in state leadership during 2015. First, in October, Dr. Steven Pruitt replaced Dr. Terry Holliday as the new commissioner of Education at the Department of Education. This

impacted Race to the Top initiatives in that the Department of Education is a key participating agency in nearly all facets of the work. The Governor's Office of Early Childhood has primary grant management responsibility for all seven projects in the state's Race to the Top plan, but many of the deliverables fall on various departments within the Department of Education to execute.

Second, in November of 2015, the state elected a new Governor, Governor Matt Bevin, who succeeded Governor Steve Beshear. With the change in administration, new leadership was appointed in the Education Workforce Development Cabinet and the Cabinet for Health and Family Services. Both of these cabinets are responsible for many Race to the Top deliverables.

The largest and most complex project in Kentucky's plan is the redesign of the tiered quality rating and improvement system. Both the Department of Education and the Cabinet for Health and Family Services play a lead role in the implementation of the new standards, creation of a support system for participants of the rating system, and the design of a system of rewards for programs as they reach higher levels of quality.

New leadership creates opportunities to engage and solicit buy-in from our state participating agency partners. Our work to educate and engage new leaders continues today.

### **Strategies to address the challenge**

Throughout 2014 and 2015, the state agencies that were responsible for implementing the Race to the Top plan provided strong support and resources to achieve grant objectives. During the application phase, the state developed a set of very detailed Memoranda of Understanding between the Governor's Office of Early Childhood, the Education and Workforce Development Cabinet, the Cabinet for Health and Family Services and the Department of Education. These agreements provided a strong foundation for the role and responsibilities each cabinet agreed to regarding the completion of the Race to the Top objectives. In late 2015, the Governor's Office of Early Childhood, acting as lead agency, solicited meetings with the new leadership to introduce the Race to the Top's project deliverables, timelines and budgets. In those meetings, the MOUs were reviewed to provide a complete picture of how work needed to proceed in order to meet the requirements of the grant. Those meetings will continue into 2016.

### **Outcome and Results**

Although significant changes in leadership have the potential to impact the Race to the Top work, the state made significant progress in 2015. This was only possible through the high level of support and cooperation between all of the participating state agencies. The pilot of Kentucky All STARS both started and ended according to the scope of work. Trainings on Kentucky Strengthening Families and the Kentucky Early Childhood Standards resulted in the completion of the free training by over 2,000 professionals. Twenty-five additional United Way Born Learning® Academies received funding bringing the total to 50 since January 1, 2014 and the percent of licensed and certified child care providers participating in the rating system rose to a historic high of 75% by the end of 2015.

### **Challenge #3 - Race to the Top Expenditures**

In September of 2015, Kentucky received an on-site monitoring visit from federal project officers from the Department of Education and the Administration for Children and Families. Part of the visit was to address a concern that the state was behind on spending projections as stated in the approved budget. The shortfall in spending was due to several factors including a slower than expected ramp up time during the first year of the grant and a delay in the design of the new Kentucky All STARS rating system. As detailed above, these challenges resulted in a delay of staffing and expenditures being reported as paid in the state payment system.

### **Strategies to address the challenge**

Starting in September of 2015, the Governor's Office of Early Childhood, acting as lead agency, made two changes to the sub-recipient monitoring plan to reflect more accurate reporting of how Race to the Top expenditures were reported to the Department of Education and the Administration for Children and Families. First, the existing monitoring of expenditures was strengthened by requiring an additional monthly report to be submitted by all participating state agencies reflecting fiscal activity. Second, the reports were modified to reflect not only the actual expenditures that were paid to contractors and agencies for Race to the Top activities, but also what each agency had obligated to pay as a result of signed contracts or MOUs. In addition, each agency had to present a detailed plan on how they would ensure that budgeted funds would be expended

during the grant period.

#### **Outcome and Results**

The result of the enhanced monitoring and reporting was that the state now submits monthly updates to the project officers that detail all Race to the Top expenditures and funds that are obligated to be spent by the end of the grant period. This practice will continue throughout 2016 and 2017. While we are still behind, we have a much clearer monitoring and reporting of anticipated expenditures.

## **Successful State Systems**

### **Aligning and coordinating early learning and development across the State (Section A(3) of Application)**

#### **Governance Structure**

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

The Governor's Office of Early Childhood (GOEC,) with the guidance of the Early Childhood Advisory Council (ECAC), is the lead agency for Kentucky's Race to the Top Early Learning Challenge grant. The GOEC makes recommendations and decisions which cut across the participating state agencies with respect to overall strategy, implementation and changes to the plan, as well as ongoing budgeting for initiatives undertaken pursuant to the grant. The GOEC proactively seeks input from leaders and key staff of participating state agencies, from relevant cabinet secretaries and the Commissioner of Education, and from members of the Early Childhood Advisory Council to make informed decisions.

#### **2015 Pilot of Kentucky All STARS**

In 2015, the governance structure of the Race to the Top - Early Learning Challenge grant remained the same as in 2014. Some modifications were made on the program level to facilitate operational needs of implementation. On May 12<sup>th</sup> and 13<sup>th</sup>, key members of the implementation team for Project 2 - Redesigning the state's Tiered Quality Rating and Improvement System convened to discuss how best to proceed with moving forward with the pilot of the new rating system. During 2014, the STARS Redesign Workgroup had provided the state with recommendations on the enhanced Standards of Quality for the proposed rating system. However, in 2015 it was time for the state to take those recommendations and operationalize them for the pilot of the new rating system that was originally scheduled to begin on October 1, 2015 and beyond. The group that met to discuss the next steps included the Governor's Office of Early Childhood, the Division of Community-Based Services, the Kentucky Department of Education and the University of Kentucky's Human Development Institute. The meeting was facilitated by three national TQRIS experts, Rena Hallam from the University of Delaware, Deborah Cassidy from the University of North Carolina and Kelly Maxwell from Child Trends. The experts guided the group through discussion on how to take the recommendations from the STARS Redesign Workgroup and operationalize and test them in the pilot. Kentucky has operated a tiered quality rating and improvement system since 2000. However, that system is voluntary and only includes licensed and certified child care. The redesigned rating system, called Kentucky All STARS, will be required for all programs receiving public funds. It establishes one set of standards for all types of programs, and will include school-based, Head Start and licensed and certified child care. This represents a substantial and important change, and the new system will be operated jointly by the Department of Education and the Division of Child Care.

#### **Stakeholder Involvement**

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

As in previous years of the Race to the Top Early Learning Challenge, the stakeholder community remained very active in 2015. Stakeholders served as volunteers to develop content for online training modules, provide recommendations to state agencies, leverage advocacy groups to raise awareness of project successes and provide valuable input to the work being conducted.

#### **Early Childhood Advisory Council**

Kentucky's Early Childhood Advisory Council remains the primary source for Race to the Top - Early Learning Challenge projects as a whole. The Council has provided much of the direct input into seven workgroups that have all aligned their objectives to support Race to the Top deliverables. The Council is made up of 26 members and is broadly representative of public and private educators, early childhood advocates, experts, and administrators from across the Commonwealth.

### **Superintendents School Readiness Toolbox and Summit**

In July of 2015, the Governor's Office of Early Childhood and the Kentucky Department of Education launched the web-based Superintendents School Readiness Toolbox. Housed on the Kentucky Department of Education's website, the Toolbox provides resources to school superintendents to help mobilize their communities around improving kindergarten readiness. The site was designed with direct input from superintendents across the state. Tools include information on how to leverage resources from Race to the Top Early Learning Challenge initiatives to improve their community's school readiness. This includes sections on Kentucky Strengthening Families, United Way Born Learning® Academies, Kentucky All STARS, the new tiered quality rating and improvement system, and free online training on the Kentucky Early Learning Standards. Since its launch in July, the Superintendents School Readiness Toolbox has averaged over 700 unique page hits every month.

As a follow-up to the launch of the Toolbox, the Governor's Office of Early Childhood, with support from the National Governor's Association, held a Superintendents School Readiness Summit on November 18, 2015. Superintendents from across the state applied to attend the summit with their community partners for a facilitated one day planning session designed to help communities develop collaborative strategies around school readiness. During the day, we featured more than a dozen "spark" videos of good ideas from local communities. Twenty-five school districts from 21 Counties were invited to participate by bringing a cross-functional team of early childhood partners to attend the session. Thirteen superintendents personally attended the summit and community partners included Head Start, licensed child care centers, United Way, Community Early Childhood Councils, local libraries, representatives from the mayor's office, early intervention specialists, early childhood advocates and more. In total, more than 150 individuals representing schools and community partners participated in the School Readiness Summit. School leaders reported that the Summit provided a basic blueprint to begin the work and helped to energize local partners. In addition, all of the video "sparks" and subsequent "best practices" have been added to the Toolbox, making it an even richer and more useful tool.

### **Southern Region Education Board**

In 2015 five Kentuckians, including the chairs of both the House and Senate Education Committees, were asked to join the Early Childhood Commission of the Southern Region Education Board. The Commission, chaired by former Kentucky Governor Steve Beshear, included the state's Race to the Top Early Learning Challenge project director, Terry Tolan. The recommendations of the Commission were to:

- Provide incentives to improve quality in early childhood development programs.
- Develop and sustain a high quality early childhood program workforce that has the competencies to foster the social, emotional and cognitive development of young children.
- Enact state accountability systems that assess program performance and reward quality.
- Provide high quality early learning services to groups of young children most likely to benefit from interventions.
- Establish a comprehensive and integrated framework of policies and programs to support early childhood development in the state.

The recommendations of the Commission provided an opportunity for Kentucky to highlight the state's strategies for improving school readiness with other regional policy makers. The recommendations are closely aligned with the goals of the Race to the Top Early Learning Challenge and provided Kentucky political leaders some affirmation about the path that Kentucky is on.

### **Kentucky Strengthening Families**

The Kentucky Strengthening Families Leadership Team looks for opportunities to increase the use of the

Strengthening Families framework to build protective factors in families. The group, co-chaired by the Executive Director of the Governor's Office of Early Childhood and the Director of the Division of Maternal and Child Health, is comprised of public and private stakeholders from across the state. Organizations on the Leadership team include:

The Governor's Office of Early Childhood  
Department of Public Health, Division of Maternal and Child Health  
Cabinet for Health and Family Services, Office of Policy and Budget  
Children, Inc. (Child care provider)  
Department for Behavioral Health, Developmental and Intellectual Disabilities  
Department for Community Based Services, Division of Child Care  
Kentucky Department of Education  
Department for Community Based Services, Division for Protection and Permanency  
Department for Libraries and Archives  
Department for Medicaid Services and the Kentucky Children's Health Insurance Program (KCHIP)  
Division of Family Resource and Youth Service Centers  
Kentucky Chapter of the American Academy of Pediatrics  
Kentucky Commission for Children with Special Health Care Needs  
Kentucky Partnership for Families and Children, Inc.  
Metro United Way (Louisville)  
Prevent Child Abuse Kentucky  
Prichard Committee for Academic Excellence  
Berea College

In 2015, the Leadership Team focused on providing high quality training on the Strengthening Families Framework and the importance of protective factors to professionals state-wide. The Training and Technical Assistance workgroup of the Leadership Team continued to offer and promote the train-the-trainer module on the Kentucky Strengthening Families Framework and protective factors. Targeted to credentialed trainers, the training focused on the importance of protective factors and how they may be applied to help families mitigate toxic stress and build family resilience. As of December 31, 2015, 869 professionals had taken the face-to-face Kentucky Strengthening Families training of trainers. The training was expanded in November of 2015 with the launch of the Kentucky Strengthening Families online module. The online module, targeted primarily to child care professionals, gave credit toward required licensing training hours and made the content of the face-to-face training more broadly available. One month after the module launched (on November 31) 95 professionals had completed the online course.

### **Strengthening Families Parent Café**

Also in 2015, the Strengthening Families Leadership Team piloted training on Parent Cafés to promote protective factors with families. In February of 2015, the Family Informed Systems workgroup of the Strengthening Families Leadership Team collaborated with Be Strong Families Illinois, who has developed a process to leverage the Parent Café model to promote protective factors among high needs families. Be Strong Families Illinois trained state partners who provide services to high needs families on how to design and implement an effective Parent Café. These agencies then piloted the models at their own agencies and recommended where the model should be adjusted based on feedback from their participants. The Family Informed Systems team modified the model and will offer training sessions beginning in early in 2016.

### **Prichard Committee for Academic Excellence**

Since 1983, the Prichard Committee for Academic Excellence has been a leading education advocacy organization. In 2014, the Committee convened the Early Childhood Educational Study Group to examine the many gains Kentucky has made in the past fifteen years and to identify the areas that still need improvement. The Study Group consisted of 46 early childhood experts and advocates from state agencies, non-profit organizations, private businesses, higher education, the United Way, local school districts, Child Care Aware, private child care providers, Head Start and members of the Early Childhood Advisory Council. In their final report, published in 2015, entitled *Progress and Next Steps Forward For Early Childhood in Kentucky: Birth*

*Through Third Grade*, several recommendations were made. Recommendations included:

- Linking early childhood education through third grade including standards, effective transitions, teacher preparation and effective program leadership.
- Community Collaboration - This includes highlighting best practices on the community level, and encouraging public-private collaborations to blend funding streams.
- Family Engagement - Increase funding in all early learning and development programs to promote family engagement, support for two-generational approach to family engagement and support for family centered programs like HANDS home visiting, United Way Born Learning® Academies and Kentucky Strengthening Families.
- Funding - Seek funding to expand eligibility to early learning and development programs, ensure there is a continued focus on public investment that leads to increased kindergarten readiness, expand home visiting up to age three and identify public funding dollars to ensure that programs funded by declining Master Tobacco Settlement dollars are sustained.

The recommendations acknowledge and align with the work being completed as a result of the Race to the Top - Early Learning Challenge.

### **Community Early Childhood Councils**

Community Early Childhood Councils remain an important part of Race to the Top - Early Learning Challenge initiatives. Councils, which are established in state statute and funded through the Governor's Office of Early Childhood, are local volunteer organizations that work to identify and address needs at the community level. There are 76 Councils in Kentucky that cover 109 of the state's 120 Counties. Members of Council may include early childhood advocate, faith community, school district, Family Resource Center, Military establishment, Head Start or Early Head Start, child-care (profit, nonprofit, or family child-care), child-care resource and referral agency or child-care subsidy agent, a child-care consumer or parent, county cooperative extension service, department for public health, university, college, or technical school, United Way, Kentucky early intervention system, the agency administering services to children with disabilities, home visitation agency, family literacy agency, civic organizations, Public library, Regional Training Center, Community Action Agency, government, the business community, home schooling association, a health care professional, a foster care parent, and/or an adoptive parent.

Community Early Childhood Councils work in three strategic areas to improve school readiness: Improving the quality of all early learning and development programs (including their workforce), engaging families as their child's first and most important teacher, and enhancing the ability to measure the impact of our work through improved data collection and integration. In 2015, Councils were further aligned with Race to the Top - Early Learning Challenge outcomes by modifying the request for proposals for funding to reflect the six professional development priority areas identified in the state's Race to the Top plan. Councils are now required to demonstrate how their professional development opportunities align with Kentucky All STARS (the new tiered quality rating and improvement system) the Kentucky Early Childhood Standards, Strengthening Families, Adult-Child Interactions, Screening and Assessment and High Quality Learning Environments. Many Councils also participated in the School Readiness Summit mentioned above.

### **Proposed Legislation, Policies, or Executive Orders**

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

#### **Child Care Assistance Program Regulation Change**

Governor Steve Beshear signed an Executive Order requiring all licensed and certified child care programs that have families who participate in the Child Care Assistance Program (CCAP) to participate in STARS for KIDS NOW, the state's legacy voluntary quality rating and improvement system (QRIS) no later than August of 2015.

This significantly altered the RTT-ELC timetable for on-boarding currently unrated programs. At the end of 2014, there were 975 unrated programs receiving child care assistance payments. By the end of 2015, 697 unrated licensed and certified programs had joined the present STARS quality rating and improvement system. Eighty-one percent of all programs receiving subsidy chose to participate in the rating system. At the same time, the total number of licensed and certified providers shrunk by 130. This accelerated the demand for technical assistance and coaching for new STARS participants, who were not originally scheduled for inclusion in the new Kentucky All STARS until late in 2016. Programs participating in STARS for KIDS NOW will migrate into an equivalent rating in the All STARS QRIS at full implementation in July of 2016.

#### **HB 234**

In March of 2015, the Kentucky General Assembly passed and Governor Beshear signed House Bill 234, requiring all programs receiving any form of public funding to participate in the new QRIS, Kentucky All STARS. This legislation added 517 school-based preschool and Head Start programs to the 1,728 of licensed and certified programs that are currently eligible to participate, and made their participation mandatory. Full implementation of Kentucky All STARS will take place on July 1, 2016. At that time programs will be rated and receive technical assistance and coaching to assure a higher rating and continuous quality improvement. Of the remaining programs not required to participate, 184 licensed and certified providers participate voluntarily today. It is our intention to actively solicit those programs that are eligible but not mandated to encourage them by way of incentives and peer pressure to join Kentucky All STARS.

### **Participating State Agencies**

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

Very little changed in 2015 regarding the involvement of the Participating State Agencies. Agencies that committed to support Race to the Top - Early Learning Challenge initiatives in 2014 continue to work to meet deliverables, milestones and timelines in the state's revised Scope of Work. Participating State Agency roles and responsibilities for each project remain the same as in 2014.

#### **Project 1 - Grants Management**

Lead Agency - Governor's Office of Early Childhood.

The Governor's Office of Early Childhood acts as lead agency for all Race to the Top -Early Learning Challenge projects and provides fiscal monitoring and project oversight. The Governor's Office of Early Childhood also has responsibility to create and implement the state's communication and public awareness plan for all projects.

#### **Project 2 - Redesigning the Tiered Quality Rating and Improvement System**

Lead Agencies- the Division of Child Care, located in the Cabinet for Health and Family Services and the School Readiness Branch of the Kentucky Department of Education.

In 2015, representatives from these agencies formed a supplemental steering committee to design and implement the pilot for Kentucky's quality standards for the new tiered quality rating and improvement system. The new Kentucky All STARS rating and improvement system will launch in mid-2016 and the pilot will provide valuable information on the proposed standards so that modifications could be made prior to statewide implementation. The steering committee also has members from the Governor's Office of Early Childhood and the University of Kentucky's Human Development Institute.

#### **Project 3 - Integration of Kentucky's Early Childhood Standards**

Lead Agency - Governor's Office of Early Childhood

In 2015, the Governor's Office of Early Childhood worked with Eastern Kentucky University to develop additional modules that made online training on the standards available to all early learning and development programs. The modules were available at no cost to the participants and gave credit hours upon completion of the course. Online content was developed in a partnership with a group of master trainers as the subject matter experts. As of December 31, 2015, 1,127 early childhood professionals completed the online courses for

the Early Childhood Standards.

#### **Project 4 - United Way Born Learning® Academies**

Lead Agency - Division of Family Resource and Youth Service Centers, Cabinet for Health and Family Services

Toyota Born Learning® Academies started in Northern Kentucky through a public private partnership with Toyota Manufacturing of Kentucky, the Northern Kentucky University, the United Way of Greater Cincinnati and the United Way of Kentucky. Since 2014, the Division of Family Resource and Youth Service Centers, located in the Cabinet for Health and Family Services provides primary management for project 4. The project coordinator works statewide with school districts to solicit applications for funding a United Way Born Learning® Academy in local communities. The Division of Family Resource and Youth Service Centers also provides ongoing training and technical assistance to schools that have received a United Way Born Learning® Academy grant. In 2015, an additional 25 United Way Born Learning® Academies were funded. This brings the two year total to 50 new Academies funded by Race to the Top - Early Learning Challenge funding. By the end of 2017 the state will have added a total of 150 new United Way Born Learning® Academies.

#### **Project 5 - Kentucky Strengthening Families**

Lead Agency - The Governor's Office of Early Childhood

The Strengthening Families Coordinator works to achieve the shared goals of Kentucky Strengthening Families Leadership team. Leadership Team membership includes diverse representation from state agencies, advocacy organizations, private businesses and non-profit organizations. The Leadership Team guides implementation of the Strengthening Families framework for agencies that regularly interact with at risk families. A primary strategy of the Leadership Team has been to provide no-cost training on the Strengthening Families Framework and the importance of building protective factors. The training was published online as a part of Project 6. Kentucky's ultimate goal is to embed use of the Strengthening Families framework of protective factors in all state agencies and organizations that provide services to high needs families. As of December 31, 2015, 106 people had been trained as trainers on the Strengthening Families framework. Also in 2015, 964 early childhood and health care professionals had taken the online Kentucky Strengthening Families overview. Kentucky Strengthening Families is also a component of the new quality rating and improvement system.

#### **Project 6 - Create a Responsive Professional Development System and Unified Registry**

Lead Agency - The Governor's Office of Early Childhood

The Professional Learning Coordinator works with the Professional Development Workgroup of the Early Childhood Advisory Council to seek opportunities to integrate high priority topics into the state's existing professional development system. The Coordinator also serves as the liaison between Eastern Kentucky University and the Kentucky Department of Education to merge their systems of tracking professional development in the early childhood workforce. The ultimate goal is to create one single registry for professional learning records for the state that includes licensed and certified child care, Head Start and State funded Pre-K programs.

In 2015, the Governor's Office of Early Childhood contracted with the Ohio Valley Educational Cooperative to begin implementation of the Leadership Academies for leaders of early learning and development programs. This statewide program, delivered regionally, will provide high quality professional learning opportunities for existing and emerging leaders in Head Start, school based and licensed and certified early learning and development programs. The Ohio Valley Educational Cooperative brings a wealth of early childhood experience to the project. They operate a Head Start grant in 10 Counties and were granted an Early Head Start - Child Care Partnership grant in 2015. The goal of the Academies is to provide leaders of early learning and development programs with a learning network that supports them as leading learners of their organizations.

#### **Project 7 - Integration of Early Childhood Data into the State Longitudinal Data System**

Lead Agency - Kentucky Center for Education Workforce Statistics, Education and Workforce Development Cabinet

The Kentucky Center for Education and Workforce Statistics provides the primary project management for Project 7. In 2015, the Kentucky Center for Education and Workforce Statistics began receiving data from Kentucky's home visiting program (called HANDS) and early intervention programs. Also in 2015, a data analyst

was hired to provide in-depth analysis of the state's Kindergarten Entry Screener data.

## High-Quality, Accountable Programs

**Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).**

During this reporting year of RTT-ELC implementation, has the State made progress in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards?

**If yes**, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
  - Center-based
  - Family Child Care

**If yes**, these standards currently apply to (please check all that apply):

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator Qualifications
- Family Engagement Strategies
- Health Promotion Practices
- Effective Data Practices

**The State has made progress in ensuring that** (please check all that apply):

- TQRIS Program Standards are measurable
- TQRIS Program Standards meaningfully differentiate program quality levels
- TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children
- The TQRIS is linked to the State licensing system for Early Learning and Development Programs.

Describe progress made during the reporting year in ***developing or revising*** a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

2015 represented a critical year in the state's efforts to redesign the tiered quality rating and improvement system (QRIS). Kentucky has operated a QRIS, called STARS for KIDS NOW, since 2000. The rating system was voluntary for licensed centers and certified child care homes and did not include school based programs. In 2011, the state worked with Child Trends to evaluate the existing system. Several recommendations emerged from the evaluation for how the system might be changed to support what the latest research suggested as the best way to improve child outcomes. The Child Trends evaluation was further supported by the state's annual program evaluation of the STARS system, conducted by the University of Kentucky, which also suggested how the rating system may be updated to foster continuous program improvement.

In 2012 - 2014, much of the redesign work was done by the STARS redesign workgroup, part of the Early Childhood Advisory Council. Members of that team identified the structure and new standards of quality for the redesigned system, Kentucky All STARS, that included standards in the following categories: Family and Community Engagement, Curriculum Planning and Assessment, Classroom Environments, Staff Qualifications and Professional Development, and Administrative and Leadership Practices. The Workgroup developed a philosophical framework, essential elements of quality, a plan for fostering continuous improvement, and a recommendation for the structure. At the end of 2014, they handed off their recommendations for the new standards of quality and structure to the state agencies responsible for implementation.

As the work began to operationalize the new standards of quality, two important pieces of policy impacted the work. As mentioned in the *Proposed Legislation, Policies, or Executive Orders* of this document, the Cabinet for Health and Family Services changed the regulations for Child Care Assistance program that required that any provider receiving funds under that program must be enrolled in the tiered quality rating and improvement system. Providers had until August of 2015 to submit their intention to participate in the STARS for KIDS NOW program. Second, the passage of House Bill 234 required that all programs receiving public funds shall enroll in the tiered quality rating and improvement system. This presented the state with a tremendous opportunity to include all programs in the new Kentucky All STARS rating system.

Although it was always the intention of the new rating system to include school-based programs, it became clear early in 2015 that the subtle differences between programs that were in schools and those that were not posed a significant challenge to operating a unified system. Obtaining consensus regarding how to operate a quality rating and improvement system based on a single set of standards proved to be very time consuming and the state experienced significant delay on operational deliverables.

### **Facilitate Meetings with Key State Agencies**

In order to get the work back on track, leadership at the state level convened a facilitated meeting that included the Governor's Office of Early Childhood, the Division of Child Care, the Department of Education and the Human Development Institute at the University of Kentucky. Facilitation services were provided by Eastern Kentucky University's facilitation center and the primary goal was for each agency involved to adopt the quality standards identified by the STARS redesign workgroup and to apply them across school-based and non-school based programs. On April 12th and 13<sup>th</sup> of 2015, the group convened and reviewed each standard of quality.

The result of the meeting was an updated list of standards of quality that each agency agreed would be the foundation for the work moving forward. The group also recognized that more assistance would be needed in order for the state to devise the plan to implement the new standards for Kentucky All STARS. All members agreed that a group of national experts would be contracted to help guide and facilitate the state's plan for implementation. The Division of Child Care took the lead to identify and contract with three individuals that had a successful history of providing assistance to states that had redesigned their rating system.

### **Expert Panel**

On May 12<sup>th</sup> and 13<sup>th</sup>, the state implementation team met with three nationally recognized experts for redesigning their quality rating systems. Deborah Cassidy from the University of North Carolina, Rena Hallam from the University of Delaware and Kelly Maxwell from Child Trends came to Kentucky to meet with the state agencies and organizations that would be responsible for operationalizing the new standards of quality. The group included the Governor's Office of Early Childhood, the Division of Child Care, the Department of Education and the Human Development Institute from the University of Kentucky. Also present was the Training and Technical Assistance liaison from Race to the Top Early Learning Challenge TA and Region IV Child Care Development Block Grant technical assistance.

The primary challenge the team faced was how to create a new system that represented quality and could be demonstrated in each environment or type of program using a single set of standards. It had always been the plan in Kentucky to use a set of comparable standards within the context of the current educational settings. The Division of Child Care would support licensed centers and certified homes while the Department of Education would support school based locations. However, it quickly became clear that two systems, even if they operated on a single set of standards, were very much at risk of becoming two very separate systems that were not comparable across program types. The group decided that the new quality rating and improvement system must be jointly developed and operated by both the Department of Education and the Division of Child Care. This had not been done in the state before. To facilitate this process, a new committee was formed called the Pilot Steering Committee. It was jointly chaired between the Department of Education and the Division of Child Care. The committee had primary responsibility for designing and implementing a pilot of the new standards that included both school based and non-school based programs and did so as a single system. The Pilot Steering Committee had additional members from the Governor's Office of Early Childhood and the Human Development Institute and created and implemented a plan for the pilot of Kentucky All STARS.

### **Kentucky All STARS Pilot**

Once the standards of quality had been identified by the STARS redesign workgroup and the initial meeting with the expert panel concluded, the state conducted a pilot that began in July of 2015. The pilot represented the first phase of the state's validation plan of Kentucky All STARS. The pilot plan, which was by the University of Kentucky, the Division of Child Care and the Kentucky Department of Education, was designed to give the state critical information as the redesign process moved forward. The initial data collection phase began on July first and included:

**Quality Standards Survey 1** - The first quality standards survey was disseminated to all licensed/certified child care providers, Head Start and school based programs to determine if they understood the proposed standards, provide a self-evaluation of their ability to meet the standard and to identify how they might verify the standard and share any issues or concerns.

**On Site Verification** - Results from the first survey were analyzed and used as the basis for on-site verification visits. On-site visits were to determine which of the standards could be verified and documented. Incentives were provided for each site that was selected to receive an on-site visit.

**Electronic Verification** - All sites who participated in the on-site verification visits were invited to pilot an electronic verification process. Providers followed a link in the Qualtrics data system and were prompted to upload documents as verification for individual quality standards.

**Quality Standards Survey 2** - The team reviewed the results of the first survey and on-site verification visits and recommended revisions to the standards. The newly revised standards were distributed to all licensed/certified child care providers, Head Starts and school based programs for a self-evaluation of their ability to meet the new standards as written. Programs that completed the survey were eligible for a drawing to receive an additional incentive for participation.

**ECERS Observational Measures** - Classroom observations were conducted using the ECERS-3 and the ECERS-R environmental rating scales. These observations were done using both tools concurrently to determine scoring differentiation across the two versions of the scales. Incentives were provided to programs that participated in the ECERS observational visits.

**Child Care Coaching System** -Interviews with providers and coaches were conducted to identify strengths and challenges of the current coaching system. The information collected will be utilized to better support the newly designed rating system.

In all, 2,453 respondents sent data to the state via the surveys or as a result of an on-site visit. The following chart outlines participation by phase and program type:

#### **Pilot Participation July 2015 - December 2015**

Standards Survey #1 - Total respondents - 844

Standards Survey #2 - Total respondents - 1545

Verification Visits - Total 34

In addition, a "deep-dive" component of the pilot was initiated in the Fall of 2015 with one 4-STAR child care center to explore the relationship between classroom observational measures (ECERS-3, ECERS-R, and ITERS), a real-time indoor location system (Ubisense) and the Language ENvironmental Analysis (LENA) system, an advanced speech recognition tool. We specifically sought to identify how well classroom observational measures capture the time children and adults spend in activity areas (e.g., art, pretend play), which are prominent components of the ECERS and ITERS, as well as interactions for all children in group settings. Two preschool and two infant-toddler classrooms participated in this component of the pilot.

The second phase of the Kentucky All STARS pilot, which began on December 31, 2015, will run for approximately three months. This phase includes aggregation and analysis of all the data collected in 2015 that will be used to further inform the design of Kentucky All STARS.

#### **Promoting Participation in the TQRIS (Section B(2) of Application)**

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

In 2015, Kentucky saw a significant increase in the participation of the tiered quality rating and improvement system. Kentucky was given a tremendous opportunity when more programs joined STARS in 2015. Because many of the standards of quality for Kentucky All STARS are based on STARS for KIDS NOW, programs that entered in 2015 were provided supports that benefit their quality improvement efforts under the current system and will benefit them as they move into the redesigned system in July of 2016

#### **Regulation and Statute Changes**

As described in the *Proposed Legislation, Policies, or Executive Orders* section of this document, two changes in regulation and statute impacted the number of programs participating in the tiered quality rating and improvement system. Changes in the Child Care Assistance Program required that any program that provided services to families receiving subsidy shall be enrolled into the rating system. This change was made in 2014 and providers had until August of 2015 to enroll in order to receive subsidy. Likewise, the passage of House Bill 234 required that any program that received public funding shall be enrolled into the new rating and improvement system. This includes Head Start, state funded Pre-K programs and licensed and certified child care receiving public funding. Both changes prompted an increase in participation in the state's tiered quality rating and improvements system in 2014 and 2015. The total number of licensed and certified programs that were participating in the rating system in December of 2014 was 1,026. By the end of 2015, that number had increased to 2,298 representing 75% of all licensed and certified programs, exceeding our year 2 participation goal. School based programs will be included in the rating system starting July 1, 2016.

#### **STARS Communication and Awareness**

Also in 2015, the state continued to promote participation in the rating system by leveraging the state's Ready

Kids Regional conferences. Five Ready Kids Regional conferences were held in the summer of 2015 across the Commonwealth and included early childhood professionals from Head Start, state funded Pre-K and licensed and certified child care. Over 1,200 attendees participated in the Ready Kids Regional conferences. At each regional conference, a Kentucky All STARS session was presented to participants to raise awareness on the plan for the new rating system, House Bill 234, the regulation change in the Child Care Assistance Program and the pilot of Kentucky All STARS starting July 1, 2015. Sessions were co-presented by representatives from the Kentucky Department of Education, Division of Child Care and the Governor's Office of Early Childhood. The presentation was also filmed for online distribution and widely shared across the state through communications from the Department of Education and the Divison of Child Care.

The state also developed a comprehensive communications plan to raise awareness of Kentucky All STARS. The plan was jointly developed by communications teams from the Department of Education, the Cabinet for Health and Family Services, and the Governor's Office of Early Childhood. The initial phase of the plan, set to begin early in 2016, included messaging to professionals and providers including state and local Stakeholders. Provisions of the plan included: development of joint messaging for providers and professionals, design of printed and electronic resources, the creation of a website for Kentucky All STARS, formation of email blasts to targeted audiences, creation of presentation materials to be used in conference opportunities, regional stakeholder meetings statewide and a strategy for media relations. Phase two of the awareness campaign will focus on increasing awareness and understanding by families.

### **Pilot of Kentucky All STARS**

As fully described in the previous section, Kentucky implemented the first phase of the pilot of the new Kentucky All STARS rating system from July 1 through December 31, 2015. The first phase of the pilot was designed to collect valuable information from providers regarding the proposed standards of quality, new environmental rating tools, coaching for quality and methods of verification of standards. Programs that participated were offered incentives if they were willing to share information with the state. Incentives were based on the need (identified by pilot data) programs had to improve their environments. Therefore, programs were offered incentive money through a portal created to order material to help make their environments more developmentally appropriate for children. Program participation in phase one of the pilots of Kentucky All STARS included:

Standards Survey #1 - Total respondents - 844

Standards Survey #2 - Total respondents - 1545

Verification Visits - Total respondents - 34

As well as:

Electronic Verification

ECERS Observations

Coaching Interviews

**Performance Measure (B)(2)(c)**

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.										
Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	0	0%	0	0%	570	100%	570	100%	570	100%
Early Head Start and Head Start <sup>1</sup>	136	69%	136	69%	136	69%	197	100%	197	100%
Programs funded by IDEA, Part C	0	0%	15	0%	15	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619	0	0%	0	0%	570	0%	570	0%	570	0%
Programs funded under Title I of ESEA										
Programs receiving CCDF funds	632	42%	632	42%	632	42%	1,493	100%	2,021	100%
Other 1	632	42%	632	42%	632	42%	1,493	100%	1,493	100%
Describe:	Child Care Licensed (Breakout 1 of CCDF)									
Other 2	0	0%	0	0%	0	0%	0	0%	528	100%
Describe:	Child Care Registered (Breakout 2 of CCDF)									
Other 3	121	27%	121	27%	121	27%	451	100%	451	100%
Describe:	Child Care Licensed (Not receiving CCDF funds)									

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c) - Additional Other rows										
Targets: Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 4	95	18%	95	18%	95	18%	519	100%	519	100%
<i>Describe:</i>	Child Care Certified (includes programs receiving CCDF and not receiving CCDF)									
Other 5	984	26%	984	26%	1,554	41%	3,758	100%	3,758	100%
<i>Describe:</i>	Total of All Early Learning and Development Programs									
Other 6										
<i>Describe:</i>										
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

**Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.**

**Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS**

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
State-funded preschool	570	0	0%	570	0	0%	516	0	0%						
<i>Specify:</i>															
Early Head Start and Head Start <sup>1</sup>	197	136	69%				146	110	75%						
Programs funded by IDEA, Part C	15	0	0%	15	0	0%	15	0	0%						
Programs funded by IDEA, Part B, section 619	570	0	0%	570	0	0%	517	0	0%						
Programs funded under Title I of ESEA															
Programs receiving CCDF funds	2,021	632	42%	1,734	556	17%	1,642	1,116	68%						
Other 1	1,493	632	42%	1,338	523	39%	1,288	1,005	78%						
<i>Describe:</i>		Child Care Licensed (Breakout 1 of CCDF)													
Other 2	528	0	0%	203	0	0%	200	0	0%						
<i>Describe:</i>		Child Care Registered (Breakout 2 of CCDF)													
Other 3	451	121	27%	703	275	39%	645	503	78%						
<i>Describe:</i>		Child Care Licensed (Not receiving CCDF funds)													

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(2)(c) - Additional Other rows**

**Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS**

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
Other 4	519	95	18%	392	66	17%	306	220	72%						
<i>Describe:</i>	Child Care Certified (includes programs receiving CCDF and not receiving CCDF)														
Other 5	3,758	984	26%	3,206	556	17%	2,956	1,728	58%						
<i>Describe:</i>	Total of All Early Learning and Development Programs														
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

**Performance Measure (B)(2)(c) Data Notes**

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Baseline data are actual. Total number of programs does not include registered providers receiving subsidy. Methodology used to collect the data included: data pull from the KICCS Active Provider Directory, data pull from the Kentucky Department of Education and comparison data with the Head Start State Collaboration Office. The first year of the grant Kentucky is redesigning the TQRIS.

The 2014-2015 Child Care participation in the TQRIS is based upon historic penetration rates for categories noted above. Source: CYQ4 2014 CYQ4 2015 Division of Child Care Quarterly Trend Report: Child Care Subsidy and Tiered Quality Rating and Improvement sections.

For IDEA Part C: Programs funded by IDEA, Part C did not participate in TQRIS. Child counts are aggregate fiscal year counts from Director of IDEA, Part C Programs for Kentucky.

**Performance Measure (B)(2)(c) Target Notes**

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

Targets for school-based programs were missed because the new rating system is still in design and the pilot was being conducted. All 570 school-based programs will migrate into the QRIS in July of 2016. While the mix of program types was not as expected due to the school-based program delay, the target for participation of all program types was exceeded.

**Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).**

The State has made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- Includes information on valid and reliable tools for monitoring such programs
- Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- Monitors and rates Early Learning and Development Programs with appropriate frequency
- Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)
- Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS.

Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

Kentucky has operated a tiered quality rating and improvement system since 2000. The STARS for KIDS NOW rating system provides rating and technical assistance to licensed and certified child care providers across the state. Rating services have been provided through a contract with Eastern Kentucky University while technical assistance is provided through a contract with the University of Kentucky. Although school based programs are not included in STARS for KIDS NOW, state funded pre-K programs receive training and technical assistance from five Regional Training Centers through a contract with the Department of Education.

In 2015, the Department of Education and the Division of Child Care began to restructure the positions that will support all the programs in Kentucky All STARS. Starting in 2014 and continuing in 2015, the Division of Child Care added seven additional raters in preparation to support the rollout of the new ratings system. Likewise, the Regional Training centers added five additional staff to help support school based programs during the pilot of the new standards and to help prepare them for inclusion in the new rating system. Throughout 2015, the new raters from the Division of Child Care and the Regional Training Centers conducted joint inter-rater reliability training on both the ECERS-R and ECERS-3 environmental rating scales.

Also in 2015, the Division of Child Care restructured how technical assistance will be delivered to programs participating in the current STARS for KIDS NOW rating system. This decision was made in anticipation of the new rating system's launch in mid 2016. Before the restructure, programs participating in the rating system were provided technical assistance by Stars Quality Coordinators. Coordinators provided general technical assistance on a number of topics including professional development, environmental ratings, data collection and other categories of quality. With the new restructure, technical assistance will be provided by generalists and subject matter experts by topic. This move to a more specialized form of technical assistance will allow programs to receive more in-depth instruction on how to improve quality in targeted areas. Programs will have access to specialists in: Health and Safety, Professional Development content and delivery, overall program quality and the Quality Rating System itself.

Also in 2015, the Division of Child Care added nine Regional Child Care Administrators to support the continuous quality improvement of programs in their region. The duties performed by the Regional Child Care Administrators are:

- Project Management - For their designated region, they provide project oversight, ensure contract deliverables are met, and provide oversight of project activities, in-house and across sites/agencies.

Provide leadership and professional development to regional staff; Communicate with funding agency and present regional outcomes, negotiate time lines and activities in coordination with other regional SRAs.

- Strategic Planning/Facilitation - Work with principal investigator and funders to develop and implement strategic plan to address critical issues and needs across Kentucky's early care and education system. Evaluate and monitor regional project activities in collaboration with Regional Service Administrators statewide to ensure consistency across regions.
- Staff Supervision - Supervise, manage, evaluate and hire regional field staff; daily supervision of staff activities, including approval of working time; coordination of staff activities to ensure regional deliverables are met and resources are allocated fairly and consistently across the region as well as statewide.
- Data Analysis and Reporting - Analyze data, develop data collection systems and support evaluation of regional and statewide activities. Enter data into, Quality Tracking System, Early Childhood Education-Training Record Information System and other contract data maintenance systems in accordance with established timelines. Review data and reports monthly and use data to influence project-level decisions and future policies and procedures. Develop quarterly reports for funders ensuring correct data and trend analysis prior to submission.
- Budget Oversight - Provide oversight and input into regional allocation from approximately 3.5 million per year; ensure regional fund allocations are appropriate to meet deliverables; provide project information to UK central office, Sponsored Projects and funders as requested; review monthly budget reports and address errors; approve all invoices for pay.
- Internal/External Communication and Customer Service - Collaborate with internal and external stakeholders; Maintain positive relationship with University of Kentucky Central office staff and the funder and provide reports as requested. Ensure public materials and website are complete and accurate. Develop and present project materials, presentations and publications. Represent University of Kentucky's Human Development Institute on state and regional workgroups. Create, develop and/or implement procedures to improve customer service for all constituencies.
- Process Improvement - Participate in continuous improvement activities for all processes and services by seeking innovative and more efficient ways to meet contract deliverables. Maintain a positive attitude while adapting to and managing change. Present alternatives and seek solutions in order to improve workflows and processes. Expand professional knowledge through trainings, classes, and seminars.
- Compliance - Interpret and enforce university policies and procedures, rules and regulations as consistent with current and past practices. Examples include but are not limited to University of Kentucky Business Policies & Procedure, Administrative Governing Regulations, Human Resources Policy & Procedure and Sponsored Guidelines, etc.

As detailed in the *Developing and Adopting a Common, Statewide Tiered Quality Rating and Improvement System* section of this document, the Regional Child Care Administrators and the new Quality Raters were an integral part of the state's pilot of Kentucky All STARS. They collected data, conducted on-site visits and assisted in survey collection and verification of data. The first phase (data collection) of the pilot ended on December 31, 2015. The Raters and the Administrators will continue to support Kentucky All STARS through the analysis phase which ends in March of 2016.

**Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).**

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- Program and provider training
- Program and provider technical assistance
- Financial rewards or incentives
- Higher, tiered child care subsidy reimbursement rates
- Increased compensation

Describe the progress made in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Kentucky has continued to see a substantial increase in the number of programs that are participating in the STARS quality rating system. Programs are also progressing in the system and increasing their STARS level and improving quality. As reported in Kentucky's 2014 Race to the Top Early Learning Challenge annual performance report, there were 1,026 programs participating in the rating system at the following levels:

**STARS Participation**

December 31, 2014

STAR 1 - 279

STAR 2 - 497

STAR 3 - 225

STAR 4 - 25

The participation steadily increased throughout 2015 to include 2,298 licensed and certified programs:

**STARS Participation**

December 31, 2015

STAR 1- 935

STAR 2 - 533

STAR 3 - 231

STAR 4 - 24

**Performance Measures (B)(4)(c)(1)**

In the table below, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

**Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.**

Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
<b>Total number of programs enrolled in the TQRIS</b>	899	899	1,459	3,663	3,663
<b>Number of programs in Tier 1</b>	95	95	95	2,299	1,117
<b>Number of programs in Tier 2</b>	543	543	543	543	1,523
<b>Number of programs in Tier 3</b>	228	228	798	798	830
<b>Number of programs in Tier 4</b>	23	23	23	23	127
<b>Number of programs in Tier 5</b>	0	0	0	0	66
<b>Number of programs enrolled but not yet rated</b>					

**Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.**

Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
<b>Total number of programs enrolled in the TQRIS</b>	899	1,026	1,723		
<b>Number of programs in Tier 1</b>	95	279	935		
<b>Number of programs in Tier 2</b>	543	497	533		
<b>Number of programs in Tier 3</b>	228	225	231		
<b>Number of programs in Tier 4</b>	23	25	24		
<b>Number of programs in Tier 5</b>	0	0	0		
<b>Number of programs enrolled but not yet rated</b>					

### **Performance Measure (B)(4)(c)(1) Data Notes**

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Baseline data are actual. Methodology used to collect the data included: data pull from the KICCS Active Provider Directory, data pull from the Kentucky Department of Education and comparison data with the Head Start State Collaboration Office. Based on Current 4-Star TQRIS. First year movement reflects programs moving into the TQRIS at entry level in the existing rating system due to a change in CCAP regulation as noted earlier.

Data collected from Active Provider Directory reports for end of calendar year participation by program. Source for Year 2: 12-18-2015 Active provider directory for licensed and certified homes.

### **Performance Measure (B)(4)(c)(1) Target Notes**

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

The data above is reported on the current STARS for KIDS Now rating and improvement system. The increase in program participation is due in part to a regulatory change that requires provider participation in a TQRIS to be eligible to receive funding from the Child Care Assistance Program. As part of the Race to the Top Early Learning Challenge Grant, Kentucky is redesigning the rating system.

The shortfall in Tier 3 is due to the delay in including school based programs. We met or exceeded targets in all other tiers.

### **Performance Measure (B)(4)(c)(2) Definition of Highest Tiers**

For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its "highest tiers"?

During 2015, Kentucky continued to complete the redesign of the new tiered quality rating and improvement system called Kentucky All STARS. Part of the work was to discuss how the system would allow for flexibility to the participating programs while truly differentiating quality at each level. The decision was made to build Kentucky All STARS as a hybrid system. That is, participating programs will have to demonstrate they have achieved certain levels of quality on each standard at the one, two and three star levels before they can progress to four and five. However, once they have reached the three star level, they can choose from a menu of options rather than reaching achievements on a static set of criteria. Setting the different point levels for four and five star achievement will be informed by the data that was collected during the first phase of the pilot of Kentucky All STARS that ended on December 31, 2015. Analysis conducted during the first quarter of 2016 will further inform the state's efforts to define the highest levels of quality in the new rating system. The overall goal is to devise a system that provides for a flexible framework that rewards quality where it exists and promotes continuous quality improvement.

The standards of quality represent these four domains: classroom and instructional quality, administrative and leadership practices, staff qualifications and professional development, and family and community engagement.

**Performance Measure (B)(4)(c)(2)**

In the table below, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.										
Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start <sup>1</sup>										
Programs funded by IDEA, Part C	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving CCDF funds										
Other 1										
<i>Describe:</i>										
Other 2										
<i>Describe:</i>										

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(4)(c)(2) - Additional Other rows**

**Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS**

Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 3										
<i>Describe:</i>										
Other 4										
<i>Describe:</i>										
Other 5										
<i>Describe:</i>										
Other 6										
<i>Describe:</i>										
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

**Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.**

In most States, the **Number of Children with High Needs served by programs in the State** for the current reporting year will correspond to the **Total** reported in Table (A)(1)-3a. If not, please explain the reason in the data notes.

**Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS**

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool															
<i>Specify:</i>															
Early Head Start and Head Start <sup>1</sup>															
Programs funded by IDEA, Part C	0	0%													
Programs funded by IDEA, Part B, section 619															
Programs funded under Title I of ESEA															
Programs receiving CCDF funds															
Other 1															
<i>Describe:</i>															
Other 2															
<i>Describe:</i>															

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(4)(c)(2) - Additional Other rows**

**Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS**

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
Other 3															
<i>Describe:</i>															
Other 4															
<i>Describe:</i>															
Other 5															
<i>Describe:</i>															
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

### **Performance Measure (B)(4)(c)(2) Data Notes**

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Data systems within the current STARS rating system are not capable of capturing this data. The State will include this level of data capture in the redesign of the TQRIS to be complete in later years of the grant.

### **Performance Measure (B)(4)(c)(2) Target Notes**

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Data systems within the current STARS rating system are not capable of capturing this data. The State will include this level of data capture in the redesign of the TQRIS to be complete in later years of the grant.

*How we are going to measure baseline and benchmarks in the future?*

#### **KDE-**

State-funded preschool (SFP) does not participate in the current STARS rating system. As such, baseline data will begin July 1, 2016 with the migration of +/- 516 SFP programs into the redesigned TQRIS. Benchmarks will be measured quarterly and capture increases in the number of sites being awarded STARS in the 3, 4, and 5 tier.

*When we are going to establish targets?*

#### **KDE-**

The funded grant application proposed the following target for preschool programs: "60% of the total number of public preschool and Head Start programs will be either a 4 or 5 Star program on the TQRIS/STARS system by 2017." It is worth noting that previously the 4 and 5 Star represented the top tiers. With the hybrid system moving from blocks at 1 through 3, to blocks at 1 and 2 only, TQRIS "top tiers" are now inclusive of 3, 4, and 5. Additionally, the targets for SFP include Head Start programs that are blended with preschool.

Based on the new standards, which demonstrates higher standards of practice, targets are as follows: **20%** or **103** preschool sites will be at the top two tiers by October 2016 followed by **40%** or **206** by calendar end 2016, and **60%** or **310** by calendar end 2017.

Achievement of these percentages will be accomplished through the alignment of technical assistance to individual site improvement plans, alternative pathways for increasing stars, and capacity building of five Regional Training Centers (RTC).

DCC

Enrollment of the number of Child Care CCAP subsidy recipients and programs is captured the STARS rating system. The baseline data will begin July 1, 2016 to measure quarterly increases or decreases of sites being awarded STARS in the redesign of the 3, 4, and 5 tier

system.

### **Validating the effectiveness of the State TQRIS (Section B(5) of Application).**

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

The Race to the Top Early Learning Challenge grant has allowed Kentucky to accelerate implementation of a statewide plan that has been in place since 2011. The most complex part of that plan, redesigning the state's tiered quality rating and improvement system, presented the state with a significant challenge. In order to better understand what changes needed to be considered, the Division of Child Care commissioned Child Trends to perform an evaluation of the STARS for KIDS NOW rating system. The evaluation was complete in 2011 and included a number of recommendations the state could consider during the redesign process.

The 2011 evaluation by Child Trends, along with the annual process evaluation of STARS conducted by the University of Kentucky, were used by a STARS Redesign Workgroup in 2012-2014 to identify the standards of quality for Kentucky All STARS, the new rating system. In 2015 the redesign workgroup presented the new standards of quality to state participating agencies to incorporate them into the newly designed system.

#### **Kentucky All STARS Pilot**

Once the standards of quality had been identified by the STARS Redesign Workgroup, the state conducted a pilot that began in July of 2015. The pilot represents the first phase of the state's validation plan of Kentucky All STARS. The pilot, led by the University of Kentucky, the Division of Child Care and the Kentucky Department of Education, was designed to give the state critical information as the redesign process moved forward. The initial data collection phase began on July 1st first and included:

- Quality Standards Survey 1 - The first quality standards survey was disseminated to all licensed/certified child care providers, Head Start and school based programs. Its purpose was to determine whether they understood the proposed standards, to provide a self-evaluation of their ability to meet the standard, and to identify how they might verify compliance with the standard, and to share any issues or concerns. Incentives were provided for each site that responded to the survey.
- On Site Verification - Results from the first survey were analyzed and used as the basis for selecting on-site verification visits. On-site visits were to determine which of the standards could be verified and documented. Incentives were provided for each site that was selected to receive an on-site visit.
- Electronic Verification - All sites that participated in the on-site verification visits were invited to pilot an electronic verification process. Providers followed a link in the Qualtrics data system and were prompted to upload documents as verification for individual quality standards.
- Quality Standards Survey 2 - The state team reviewed the initial results of the first survey and on-site verification visits and recommended revisions to the standards. The newly revised standards were distributed to all licensed/certified child care providers, Head Starts and school based programs for a self-evaluation of whether the program could meet the standards as written. Programs that completed the survey were eligible for a drawing to receive an additional incentive for participation.
- ECERS Observational Measures - Classroom observations were conducted using the ECERS-3 and the ECERS-R environmental rating scales. These observations were done using each tool concurrently to determine scoring differentiation across the two versions of the scales. Incentives were provided to programs that participated in the ECERS observational visits.
- Child Care Coaching System - Interviews with providers and coaches were conducted to identify challenges and strengths of the current coaching system. The information collected will be utilized to

support the newly designed rating system.

In all, 2,453 responses were collected that provided the state data via the surveys or as a result of an on-site visit.

In addition, one child care facility was selected for an in-depth analysis to examine the link between the observational measures and children's interactions with peers, adults and materials. Data was collected on the children's movement within classrooms via geomapping technology, language interactions via the LENA tool, and environmental data using ECERS and ITERS rating scales.

The second phase of the Kentucky All STARS pilot, which began on December 31, 2015, will be available in approximately three months. This phase includes aggregation and analysis of all the data collected in 2015 that will be used to further inform the design of Kentucky All STARS.

## Focused Investment Areas -- Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan:

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

## Promoting Early Learning Outcomes

### Early Learning and Development Standards (Section C(1) of Application)

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

- Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers;
- Cover all Essential Domains of School Readiness;
- Are aligned with the State's K-3 academic standards; and
  - Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities.

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Kentucky's Early Learning and Development Standards, called the Kentucky Early Childhood Standards, are drawn from current research and provide the foundation for competencies critical to ensuring later academic success (MA Dept. of Ed., 2001; MO Dept. of Ed., 2002; Prichard, 2000).

Kentucky's Early Childhood Standards were developed to cover the five Essential Domains of School Readiness: Language and Literacy Development, Cognition and General Knowledge (including mathematics and early science development), Approaches Toward Learning, Physical Well-Being and Motor Development (including adaptive skills), and Social-Emotional Development. From the beginning effort in 2003 and through our most recent revisions in 2013, Kentucky has recognized that the development of the Standards must take this "whole child" approach.

Kentucky produces various resources to ensure the Standards are widely used including: the Building a Strong Foundation series, The Early Childhood Field Guide, coaching and mentoring as part of professional development events, the Continuous Assessment Guide which was created to assist all Early Childhood Educators in understanding the appropriate uses of assessment for screening, diagnostic, and formative assessments, the Early Childhood Quality Self Study, alignment through the Workforce Knowledge and Competency Framework, and the Early Learning and Leadership Networks (ELLNs) facilitated by Kentucky's Regional Training Centers (RTCs). The Governor's Office of Early Childhood also communicates directly with parents about the Early Learning Standards through the Parent Guides for ages birth to three, the Parent Guide for ages three and four, and informative Monthly Messages about early development.

In 2015, Kentucky continued to provide access to high quality professional development on the Early Childhood Standards by producing a second online module. The module was developed by a working group of the Early Childhood Advisory Council's Professional Development Workgroup. The workgroup consisted of master trainers with content expertise on the Early Childhood Standards. This second module builds upon the content of the first online training that was developed in 2014 and provides a deeper understanding of how the Early Childhood Standards can be used in early childhood classrooms. The module was created by Eastern Kentucky University and is offered for free to early childhood educators in Head Start, state funded Pre-K programs and licensed and certified child care. Individuals that complete the course earn credit in the state's professional development registry system that counts toward meeting licensing requirements. The second module was launched on November 30 and by the end of the year 94 professionals had completed the course. Combined with the professionals that took the first online course, we have had 1,127 completions.

**Comprehensive Assessment Systems (Section C(2) of Application)**

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

- Select assessment instruments and approaches that are appropriate for the target populations and purposes;
- Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- Articulate an approach for aligning and integrating assessments and sharing assessment results;  
and
- Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

KENTUCKY DID NOT ADDRESS FOCUS AREAS C(2) OR C(3) IN ITS  
RTT-ELC APPLICATION  
PAGES 42 of 103 THROUGH 44 of 103 HAVE BEEN DELETED

## **Engaging and Supporting Families (Section C(4) of Application)**

The State has made progress in (check all that apply):

- Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards;
- Including information on activities that enhance the capacity of families to support their children's education and development;
- Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies; and
- Promoting family support and engagement statewide, including by leveraging other existing resources.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

A key strategy to improving school readiness for high needs populations continues to be effective family engagement. We define effective family engagement as helping families intentionally foster positive outcomes in a child's life. Families are informed (basic understanding of the importance of the first years of life, know quality matters, understand child developmental stages), connected (support system in place, access to services, relationship with child care provider), and active (provide quality adult-child interactions through language and play).

### **United Way Born Learning® Academies**

In 2015 Kentucky continued the expansion of United Way Born Learning® Academies. The Academies, first developed and implemented in Kentucky, provide parent education on making every moment in a young child's life can be a learning moment. The Academies were initially created and funded by United Way of Greater Cincinnati and later expanded with significant funding from Toyota Manufacturing of Kentucky. They provide parents and caregivers the opportunity to learn how important quality interaction is in a young child's life and impart strategies on how learning can be extended into the home using simple techniques such as language modeling or storytelling. In 2015, Kentucky dedicated resources to fund and support an additional twenty five United Way Born Learning® Academies across the state. Implemented locally by the network of Family Resource and Youth Services Centers the total number of Academies funded by Race to the Top Early Learning Challenge will be 150 by the end of 2017. By December 31, 2015, 1,159 people had participated in a United Way Born Learning® Academy.

### **Kentucky Strengthening Families**

The Strengthening Families framework of protective factors is nationally recognized as a methodology to help build resiliency in at risk families to reduce child abuse, increase kindergarten readiness and help them cope with the negative effects of toxic stress. In 2015, Kentucky continued the work to embed protective factors into all programs that support at risk families. The Kentucky Strengthening Families Leadership Team is responsible for the list of deliverables in the Race to the Top plan. They develop and guide the project for KY making decisions on what the framework looks like in Kentucky. They utilize a collaborative process to support and promote use of Kentucky Strengthening Families across the state.

Kentucky Strengthening Families Workgroups include:

#### **1. Messaging and Awareness**

Purpose: to define the priority target audience, establish communication partners, research audience needs, link to other goals, develop and test messaging and define expected outcomes. They identify communication methods and refine concept and messaging for all audiences. The workgroup has conducted focus groups with families and professionals around Kentucky's six protective factors. From the focus group data, the Messaging Workgroup created logos, posters, elevator speeches, talking points and all other marketing and messaging

materials for professionals and families. The workgroup develops and reviews information on the Governor's Office of Early Childhood (GOEC) website on the Kentucky Strengthening Families webpage for professionals and for families.

In 2015, they have developed materials for over 70 presentations, 32 booth displays, and distributed over 8,173 brochures and had 1,268 web views. They created a service-marked Kentucky Strengthening Families logo, e-mail account, and image request process to share with partners in all systems across the state. They created a Kentucky Strengthening Families listserv with 344 subscribers to share updates and relevant information about the initiative/framework. They incorporated at least one protective factor in each issue of the Governor's Office of Early Childhood's Monthly Message with a reach of over 10,000 people. They presented messaging and all Kentucky Strengthening Families specific info at sessions at state, regional and local conferences. Members of this work group include: Dept. of Public Health, Governor's Office of Early Childhood, Prevent Child Abuse Kentucky, Metro United Way, Kentucky Partners for Families and Children, Inc. and Kentucky Youth Advocates.

## 2. Training and Technical Assistance

Purpose: To insure existing training infrastructures are aligned with Strengthening Families Protective Factors framework. They design data-driven common core content for integration, evaluate existing training infrastructure, and develop guidelines for the integrating Strengthening Families content in other training initiatives in partner organizations. Members of the workgroup include established credentialed trainers, content developers from Department of Public Health, HANDS, Governor's Office of Early Childhood, KY Head Start Association, Child Care Aware, WIC, Director of Special Education, Kentucky Department of Education, Kentucky Partners for Families and Children, Inc., Division of Family Resource and Youth Service Centers, University of Kentucky, Human Development Institute, Department of Community Based Services, KY Community and Technical College Systems, Ohio Valley Educational Cooperative, First Steps (IDEA Part C) and Behavioral Health.

The workgroup creates Kentucky-specific training and has trained 106 trainers across the state on Kentucky Strengthening Families. They have created an online training with 95 trainees completing it in 2015. They offer Training of Trainers sessions of Overview Training for Service Providers. 110 approved trainers have received the Kentucky Strengthening Families Overview Face-to-Face Training (as of January 5th, 2015), 46 early child care trainings have been given and 869 early childhood staff trained. The workgroup also established an online learning repository so that qualified trainers can ask questions of peers, share training ideas, download training documents, and review the latest information and resources. They created a Kentucky Strengthening Families pre & post evaluation for training, and they initiate family-driven trainings by including parents at Training and Technical Assistance Workgroup meetings. They hosted Embedment Training at the Trainer's Institute 2015. The group is responsible for forming and maintaining six learning communities: Early Education (Birth to Pre-K), School Age (Kindergarten-High School), Health Care, Mental, Behavioral, Consultative and Home Visitation Services , Family Advocates and Judicial System, Community Collaborators.

## 3. Family Informed Systems

Purpose: to incorporate the family voice in the Strengthening Families implementation Members of the workgroup include: KY Partners for Families and Children, Inc., First Steps (IDEA Part C), Family Resource Youth Service Centers, private Child Care, Governor's Office of Early Childhood, and Department of Public Health.

The Family Informed Systems workgroup is developing the Kentucky Strengthening Families Parent Café model and is conducting trainings across the state to train partners on the correct way to conduct the café model. They work with each workgroup to ensure that the family voice is represented in all aspects of Kentucky Strengthening Families. They sponsored a forum on the Parent Café model facilitated by Be Strong Families Illinois. It was a two-day experiential and highly interactive training that prepared parents and providers to convene and conduct Parent Cafés and serve as table hosts at Parent Cafés. They research provider assessment tools, review other workgroup material, attend other workgroup meetings, and assist in all aspects of the development training for families. They maintain a contact list of family partners for the Leadership Team that is comprised of agencies, organizations and other entities that can assist in organizing a team of parents to help with the review of any materials and trainings before they are approved for dissemination.

## 4. Evaluation and Systems Integration

Purpose: To help each organization develop a plan to integrate Strengthening Families concepts into their organizational culture and practice so this workgroup analyzes policy/practice/and procedure for alignment identifying key targets for integration. This group communicates the model and measures behavior changes. They are in place to form an evaluation plan that includes process measures, outcome measures, and some shared measures across systems. The plan shall include methods to transform data into information that guides decision-making for all stakeholders. The workgroup will develop a measurement framework at the community level. Members of the workgroup include: 4C for Children, Children Inc., Governor's Office of Early Childhood, a Family Advocate, Behavioral Health, Department of Public Health, Department of Protection and Permanency, and Northern Kentucky University.

This workgroup has been working on both process and outcome evaluation measures to develop measurements for the comprehensive initiative and how Kentucky Strengthening Families is going to continue to be implemented across multiple systems. Also in 2015 the workgroup sponsored training for the Leadership Team on Design Thinking with Dr. John Nash, University of Kentucky.

### **Monthly Messages to Families**

Funded by the Race to the Top Early Learning grant, the messages support family engagement goals. Produced by the Governor's Office of Early Childhood, the monthly messages outline how families can adopt simple to use techniques to enhance their children's learning. The messages are widely distributed to the states network of Community Early Childhood Councils and include information on developmentally appropriate practices families can adopt regarding language and literacy development, behavior management, health and safety practices, brain development and more. The Governor's Office of Early Childhood publishes the messages each month and then archives messages on their website at <http://kidsnow.ky.gov/Mobilizing-Communities/Pages/Monthly-Message.aspx>.

### **Parent Guides**

Kentucky continued to support wide-spread use of the Kentucky Early Childhood Standards by printing and distributing Parent Guides. The Parent Guides provide parents and caregivers real life examples of how the Standards can be used to enhance a child's learning and development. Published by the Governor's Office of Early Childhood programs of all types including Community Early Childhood Councils, Head Start, state funded Pre-K and licensed and certified child care, utilize the parent guides as part of their family engagement activities. Parent guides are available for families with children birth to three and families with children three and four. The Parent Guides are also available in Spanish. In 2015, the Governor's Office of Early Childhood printed and distributed 261,621 Parent Guides across the Commonwealth.

### **KY ALL STARS**

One of the most critical components to a child's success is meaningful engagement from family. It is critical to the success of children that every opportunity to increase family engagement is utilized. The current STARS for Kids NOW tiered quality rating and improvement system includes standards of quality for engaging families. During 2015, the state continued to redesign the STARS system and to enhance the family engagement standards as an important component to the new system. The intention of the new family engagement standards is to assure that family engagement activities are intentional and include targeted learning goals designed to increase family resiliency and support families to be stronger. The new family engagement standards were included in the first phase of the KY All STARS pilot which began on July of 2015 and concluded in December of 2015. During the second phase, data will be analyzed regarding the family engagement standards and revisions will be made, if necessary, for the inclusion in the new rating system that is scheduled for launch in July of 2016.

### **Social Media**

The Governor's Office of Early Childhood continues to increase social media presence by utilizing Facebook and Twitter. Often times, at risk families are more likely to access social media than email or website. The Governor's Office of Early Childhood continues to support the parent resources with social media. Updates on monthly messages and other resources are posted on the Office's Facebook site. By the end of 2015, the

Governor's Office of Early Childhood's Facebook site had 878 likes and 809 followers on Twitter.

## **Early Childhood Education Workforce**

### **Workforce Knowledge and Competency Framework and progression of credentials.**

(Section D(1) of Application)

The State has made progress in developing (check all that apply):

- A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes; and
- A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

The Commonwealth of Kentucky has developed a common, statewide Workforce Knowledge and Competency Framework, along with a statewide progression of credentials and degrees aligned with the Framework, to promote child learning and development and improve child outcomes. As part of this Framework, the Commonwealth has engaged postsecondary institutions, training centers, resource and referral organizations, and others to make available professional development opportunities to meet the requirements of the Professional Development (PD) Framework. The STARS quality rating and improvement system evaluation data annually demonstrated that educational level of early childhood educator professionals matters. The training and knowledge of caregivers directly affect the quality of early education and child learning and development outcomes.

### **Priority Topics**

In 2015, the state aligned the state's professional development system to six priority topics. The topics are based on the latest research in which practices have the biggest impact on improving school readiness in children. By bringing focus on these topics, training of professionals across all program types has become more aligned with best practices. The topic areas include: Use of the Kentucky Early Childhood Standards, Screening and assessment, Environmental rating scales, Strengthening Families Framework, Adult-child interactions, Kentucky All STARS quality rating system.

### **Community Early Childhood Councils**

The Governor's Office of Early Childhood continued promotion of the priority topics by aligning the Community Early Childhood Council application to prioritize the inclusion of the topics. Community Early Childhood Councils receive funding through the Governor's Office of Early Childhood and are local volunteer based organizations that identify needs in early childhood systems and develop strategies to address the need. In some communities, access to high quality professional development has been a challenge. Councils provide low or no cost training to early care and education providers to fill that need. The 2015 application required Councils to describe how the training they provided aligned with the priority topics.

### **Regional Ready Kids Conferences**

To further support the growth of a strong workforce the state continued to hold the Ready Kids Conference. In 2015 Ready Kids Conferences were held regionally across the state. Supported by the Governor's Office of Early Childhood, the state's network of five Regional Training Centers hosted the Ready Kids Regional Conferences. The Ready Kids Regionals provided professionals from all program types an opportunity to come together for high quality training that was aligned around the priority topics. Nearly 1,200 early care and learning professionals attended the five regional conferences.

### **Early Childhood Leadership Academies**

Increasing access to high quality professional development is a central strategy to help early learning and

development programs achieve continuous improvement. Many strategies focus on in-classroom staff. However, there has been an emerging need to also provide program administrators with high quality learning, coaching and networking opportunities. According to Child Trends Blueprint for Early Care and Education Quality Improvement Initiatives, "Directors play a central role in ECE programs. Research has shown that their education, experience, and training directly influence their ability to facilitate quality improvement and maintain a high quality program."

In 2015, Kentucky contracted with the Ohio Valley Educational Cooperative to deliver a series of Leadership Academies. The Academies were first conceived when Kentucky applied for the initial round of the Race to the Top Early Learning Challenge competition in 2011. The need for leadership development was reinforced when the state team attended the annual Grantee meeting and heard other states identify leadership training as a key element to continued program improvement. The program leader needs to understand how important intentional and targeted high quality professional development is to ensure an effective workforce. The academies, which will start in 2016, will be held in five regions concurrently across the state. Leaders from Head Start, state funded Pre-K programs and licensed and certified child care will apply to attend the Academies. Participants will commit to attending 5-8 sessions that provide training on how they can become the "leading learner" of their organization. Each participant will also receive coaching on how to implement the lessons learned in their program. The participants will also have the opportunity to learn from the experience of their fellow participants through supported professional learning communities. Two cohorts are currently planned to train 250 program leaders at the Leadership Academies between 2016 and the end of 2017.

**Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.**  
(Section D(2) of Application)

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

- Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including
  - Scholarships
  - Compensation and wage supplements,
  - Tiered reimbursement rates,
  - Other financial incentives
  - Management opportunities
- Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention
- Setting ambitious yet achievable targets for --
  - Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
  - Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Kentucky did not respond to section D(2) of the Race to the Top Early Learning Challenge application.

### **Performance Measures (D)(2)(d)(1):**

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for: Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.

**Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.**

<b>Baseline and Annual Targets</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of "aligned" institutions and providers</b>					
<b>Total number of Early Childhood Educators credentialed by an "aligned" institution or provider</b>					

**Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.**

<b>Actuals</b>					
	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Total number of "aligned" institutions and providers</b>					
<b>Total number of Early Childhood Educators credentialed by an "aligned" institution or provider</b>					

### **Performance Measure (D)(2)(d)(1) Data Notes**

Kentucky did not respond to section D(2) of the Race to the Top Early Learning Challenge application.

### **Performance Measure (D)(2)(d)(1) Target Notes**

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Kentucky did not respond to section D(2) of the Race to the Top Early Learning Challenge application.

**Performance Measures (D)(2)(d)(2):**

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for: Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

**Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.**
**Baseline and Annual Targets**

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>								
Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#
<b>Credential Type 1</b>									
Specify:									
<b>Credential Type 2</b>									
Specify:									
<b>Credential Type 3</b>									
Specify:									
<b>Credential Type 4</b>									
Specify:									
<b>Credential Type 5</b>									
Specify:									
<b>Credential Type 6</b>									
Specify:									
<b>Credential Type 7</b>									
Specify:									
<b>Credential Type 8</b>									
Specify:									
<b>Credential Type 9</b>									
Specify:									
<b>Credential Type 10</b>									
Specify:									
<b>Credential Type 11</b>									
Specify:									
<b>Credential Type 12</b>									
Specify:									
<b>Credential Type 13</b>									
Specify:									

**Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.**

**Actuals**

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>								
	Baseline		Year One		Year Two		Year Three		Year Four
<Select Progression>	#	%	#	%	#	%	#	%	#
<b>Credential Type 1</b>									
Specify:									
<b>Credential Type 2</b>									
Specify:									
<b>Credential Type 3</b>									
Specify:									
<b>Credential Type 4</b>									
Specify:									
<b>Credential Type 5</b>									
Specify:									
<b>Credential Type 6</b>									
Specify:									
<b>Credential Type 7</b>									
Specify:									
<b>Credential Type 8</b>									
Specify:									
<b>Credential Type 9</b>									
Specify:									
<b>Credential Type 10</b>									
Specify:									
<b>Credential Type 11</b>									
Specify:									
<b>Credential Type 12</b>									
Specify:									
<b>Credential Type 13</b>									
Specify:									

**Performance Measure (D)(2)(d)(2) Data Notes**

Please describe the methodology used to collect the data, including any error or data quality information.

Kentucky did not respond to section D(2) of the Race to the Top Early Learning Challenge application Pages .

**Performance Measure (D)(2)(d)(2) Target Notes**

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Kentucky did not respond to section D(2) of the Race to the Top Early Learning Challenge application.

## Measuring Outcomes and Progress

### Understanding the Status of Children's Learning and Development at Kindergarten Entry (Section E(1) of Application)

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;
- Is administered beginning no later than the start of the school year in the fourth year of the grant to children entering a public school kindergarten. States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and
- Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

Since 2013, Kentucky has screened children entering kindergarten in order to obtain information about their developmental status. The Brigance Kindergarten Entry Screen was selected by the state to be the tool all school districts implement in order to collect this data. The Brigance is not used to determine eligibility for kindergarten, for overall classroom instruction, or as a longitudinal measurement of individual student performance. Rather, the screener is a snapshot, a moment in time, of how a child is progressing. The screener provides districts with an element of measuring a student's readiness for school across the five developmental competencies/domains. Domains include: language and literacy, cognition and general knowledge, physical well being, approaches to learning, and social emotional development. The screening is mandatory per Department of Education regulation (704 KAR 5:070) and is aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Since full implementation in the 2013-14 school year, the state has continued to support school districts in the implementation of the Brigance by offering online and in-person training. The Department of Education maintains and regularly updates their webpage that houses information that school districts may access to ensure fidelity to the implementation model. The page includes regular updates from the Department of Education on management of data, best practices and other resources, including standardized forms. Also in 2015, the Department of Education modified the regulation to expedite the data entry timeframe so that the data can be scrubbed, validated and released to the public. The data is housed on the Department of Education's Open House (<http://openhouse.education.ky.gov/>) data repository and is made available to the public in the first quarter of each year.

#### Early Childhood Profiles

The Early Childhood Profiles were first developed in the pilot year of the Brigance Kindergarten Entry Screen. They were the result of recognition that communities needed a more comprehensive set of data regarding the status of children, early childhood programs and services in order to develop strategies that would lead to

increased school readiness. The profiles were developed in partnership with the Kentucky Department of Education, the Cabinet for Health and Family Services, the Governor's Office of Early Childhood, the Data Subcommittee of the Early Childhood Advisory Council and the Kentucky Center for Education and Workforce Statistics. The profiles provide communities with a two page summary of their County's early childhood systems, risk factors, and outcomes. They are widely distributed to the Community Early Childhood Councils and other local partners who use them to help identify needs and opportunities in early childhood interventions, programs and services.

In 2015, the Data Subcommittee of the Early Childhood Advisory Council met to evaluate Early Childhood Profiles and suggest modifications to the Governor's Office of Early Childhood and the Kentucky Center for Education and Workforce Statistics. Recommendations included the use of past year's Kindergarten Entry Screen results so that communities could see growth or decline. Although the state as a whole has seen modest gain in school readiness in the past three years, some communities have experienced significant growth or decline in overall readiness scores. The 2015-16 profiles will include data from the past three years of kindergarten readiness data. The 2016 profiles will also include new data on Early Childhood training and credential attainment in high school Family and Consumer Science programs. The Early Childhood profiles are published during the first quarter of each year and are available on the Governor's Office of Early Childhood website (<http://kidsnow.ky.gov/engaging-families/Pages/Parent-Guides.aspx>).

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

See section above.

## **Early Learning Data Systems (Section E(2) of Application)**

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- Has all of the Essential Data Elements;
- Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Kentucky has been publicly recognized by the US Department of Education as having one of the top three statewide longitudinal data systems in the nation. The Kentucky Center for Education and Workforce Statistics collects and links data to evaluate education and workforce efforts in the Commonwealth. This includes developing reports and providing statistical data to policy makers, agencies, and the general public to support improved decisions-making.

Kentucky continues to make improvements to its nationally recognized longitudinal system. The integration of additional Early Childhood data, such as HANDS (home visiting program), child care data from the Kentucky Integrated Child Care System, data from the Division of Family Resource and Youth Service Centers, and Head Start. The integration of the data is on schedule to continue to add data sets to the longitudinal data system in 2016.

The new early childhood data will be included in Kentucky's popular Early Childhood Profiles, which include information about the quality and availability of child care, results from the statewide kindergarten screener, and information about participation in publicly funded preschool, Head Start and child care by county and by state. Demographic data, participation in public health and social service programs, and key indicators are also provided in the profiles regarding possible obstacles to success for young children and their families. The report is designed to help community leaders, Community Early Childhood Councils and school districts by providing data to inform local strategies for helping every child in their community arrive at kindergarten ready to do kindergarten work.

Feedback received regarding Kentucky's 2015 Early Childhood Profiles was extremely positive. The 2015 Early Childhood Profile was described as streamlined, visually appealing, attractive, and informative.

### **Significant progress made in 2015**

- Head start pilot meetings to discuss the integration of Head Start grantee data into the longitudinal data

system.

- Identification of essential head start data elements.
- Hiring 1 full-time Business/Research Analyst and 1 part-time Research Analyst to focus on Early Childhood data.
- Map development showing head start and preschool locations.
- Increased awareness of data available at the Kentucky Center for Education Workforce Statistics.

Future plans for early childhood data includes the creation of a dynamic reporting solution guided by stakeholder needs. The Kentucky Center for Education Workforce Statistics will evaluate the use of all reports in the feedback report series to determine which data elements are most commonly used by stakeholders, which data elements need visualization and flexible enhancements, and whether or not any gaps exist in the information provided.

In addition to our stated RTT-ELC goals, project staff and the Data Workgroup continue to identify additional data that we would like to integrate into the longitudinal data system like workforce education, salaries, child level Child Care Assistance Program data, child care attendance (especially for high needs children), and more. We will continue to work corroboratively to bring in data sets that help to answer key strategic questions.

## Data Tables

### Commitment to early learning and development.

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

**Table (A)(1)-1: Children from Low-Income<sup>1</sup> families, by age**

	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	29,434	55.1%
Toddlers ages 1 through 2	58,454	53%
Preschoolers ages 3 to kindergarten entry	89,649	51.6%
Total number of children, birth to kindergarten entry, from low-income families	177,537	52.6%

<sup>1</sup> Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

### Data Table A(1)-1 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

Source: NCCP calculations based on 2008-2012 American Community Survey 5-year PUMS data.

**Table (A)(1)-2: Special populations of Children with High Needs**

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs.

Special populations: Children who	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
<b>Have disabilities or developmental delays<sup>1</sup></b>	141,103	4%
<b>Are English learners<sup>2</sup></b>	25,678	7.6%
<b>Reside on "Indian Lands"</b>	0	0%
<b>Are migrant<sup>3</sup></b>	1,048	0.37%
<b>Are homeless<sup>4</sup></b>	10,293	3%
<b>Are in foster care</b>	2,598	0.77%
<b>Other 1 as identified by the State</b>	140,246	41.6%
<i>Describe:</i>	Are living in a rural community	
<b>Other 2 as identified by the State</b>		
<i>Describe:</i>		

<sup>1</sup>For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

<sup>2</sup>For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>3</sup>For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

<sup>4</sup>The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

### Data Table A(1)-2 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

Children 0-5 with one or more foreign born parents. Source: 2008-2012 American Community Survey 5-year PUMS data. Kentucky English language learner data not collected ages 0-5. Children 0-5 who did not live in the United States or Puerto Rico one year ago. Source: 2008-2012 American Community Survey 5-year PUMS data. There was no new data from the Campaign to End Homelessness 2009. There were 12,352 homeless children under age 6 in Kentucky. We assumed an equal age distribution to get an estimation of the number of children birth to K-entry. HHS Administration for Children and Families 2012 Child Welfare Report Outcomes Data. Total number of children 0-5 that live in a rural area, as defined by the U.S. Census Bureau, calculated by using total population percentages and extrapolating to the total number of children 0-5 from the 2008-2012 American Community Survey 5-year PUMS data. Percentage calculations based on 2008-2012 American Community Survey 5-year PUMS data.

**Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
<b>State-funded preschool</b>			21,049	21,049
Specify:	Kentucky Preschool Program			
Data Source and Year:	KY Preschool Program Report 2014-15			
<b>Early Head Start and Head Start<sup>1</sup></b>	774	2,376	116,561	19,711
Data Source and Year:	Head Start Program Information report Enrollment Statistics Report 2014-2015			
<b>Programs and services funded by IDEA Part C and Part B, section 619</b>	316	4,182	9,469	13,967
Data Source and Year:	Part C: First Steps Child Count Data (618 data report) 12/01/15; Part B: KY Preschoo			
<b>Programs funded under Title I of ESEA</b>				
Data Source and Year:				
<b>Programs receiving funds from the State's CCDF program</b>	2,320	4,491	34,264	41,075
Data Source and Year:	KICCS II 2015			
<b>Other 1</b>				
Specify:				
Data Source and Year:				
<b>Other 2</b>				
Specify:				
Data Source and Year:				
<b>Other 3</b>				
Specify:				
Data Source and Year:				
<b>Other 4</b>				
Specify:				
Data Source and Year:				
<b>Other 5</b>				
Specify:				
Data Source and Year:				
<b>Other 6</b>				
Specify:				
Data Source and Year:				

**Table (A)(1)-3a - Additional Other rows**

<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>				
<b>Type of Early Learning and Development Program</b>	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>Other 7</b>				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
<b>Other 8</b>				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

<sup>1</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**Data Table A(1)-3a Data Notes**

Enter text here to clarify or explain any of these data if needed.

No new Part C data is available. Number of children participating in programs funded under Title I is not available because data is not collected for public preschool programs based on chosen district funding stream. CCDF Data is not unduplicated when sorted by different age brackets. Some children may change care levels through the year. Unduplicated counts can only be shown for total number of students.

**Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity**

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
<b>State-funded preschool</b>	2,376	31	348	3,770	26	1,317	20,330
<i>Specify:</i>							
<b>Early Head Start and Head Start<sup>1</sup></b>	1,656	40	92	3,557	19	1,592	14,393
<b>Early Learning and Development Programs funded by IDEA, Part C</b>	262	9	47	424	5	196	3,510
<b>Early Learning and Development Programs funded by IDEA, Part B, section 619</b>							
<b>Early Learning and Development Programs funded under Title I of ESEA</b>							
<b>Early Learning and Development Programs receiving funds from the State's CCDF program</b>	1,397	21	55	11,372			20,669
<b>Other 1</b>							
<i>Describe:</i>							
<b>Other 2</b>							
<i>Describe:</i>							

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Table (A)(1)-3b - Additional Other rows**

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Other 3							
<i>Describe:</i>							
Other 4							
<i>Describe:</i>							
Other 5							
<i>Describe:</i>							
Other 6							
<i>Describe:</i>							
Other 7							
<i>Describe:</i>							
Other 8							
<i>Describe:</i>							

**Data Table A(1)-3b Data Notes**

Enter text here to indicate data source and clarify or explain any of these data if needed.

Number of children participating in programs funded by IDEA, Part B is not available because that data is included in participation data for public preschool. Number of children participating in programs funded under Title I is not available because data is not collected for public preschool programs based on chosen district funding stream. CCDF Data is only reported through preschool care levels. Ethnicity and race are required fields in KICCS, but when clients do not respond to the question, 'no response' is an option. Data for two or more race is not recorded. KICCS Data only records one race for each care level. Data for this column is captured as Not Applicable based on parent response and system restrictions.

**Table (A)(1)-4: Data on funding for Early Learning and Development.**

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
<b>Supplemental State spending on Early Head Start and Head Start<sup>1</sup></b>					
<b>State-funded preschool</b>	\$71,315,300	\$71,315,090	\$71,315,090		
Specify:	These funds include state contributions to IDEA Part B				
<b>State contributions to IDEA Part C</b>	\$28,332,500	\$27,277,900	\$19,778,800		
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>					
<b>Total State contributions to CCDF<sup>2</sup></b>	\$38,155,958	\$18,193,865	\$42,773,405		
<b>State match to CCDF Exceeded / Met / Not Met</b>	Exceeded	Exceeded	Exceeded		
<i>If exceeded, indicate amount by which match was exceeded</i>	\$21,166,863	\$762,847	\$25,326,190		
<b>TANF spending on Early Learning and Development Programs<sup>3</sup></b>	\$31,693,200	0	0		
<b>Other State contributions 1</b>	\$989,416	\$927,814	0		
Specify:	Commission for Children with Special Health Care Needs				
<b>Other State contributions 2</b>	\$32,041,900	\$28,356,500	\$31,404,900		
Specify:	DPH Hands				
<b>Other State contributions 3</b>	\$922,800	\$759,300	\$933,600		
Specify:	DPH Mental Health				
<b>Other State contributions 4</b>	\$230,100	\$116,700	\$403,300		
Specify:	DPH Childrens Oral Health				
<b>Other State contributions 5</b>	\$667,000	\$662,800	\$828,500		
Specify:	DPH Child Care Health Consultation (Healthy Start in Childcare)				
<b>Other State contributions 6</b>	\$97,900	0	0		
Specify:	DPH Reach Out and Read				

**Table (A)(1)-4 - Additional Other rows****Funding for each Fiscal Year**

Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
<b>Other State contributions 7</b>	\$667,000	\$773,100	\$733,100		
Specify:	KIDS NOW PLUS (tobacco)				
<b>Other State contributions 8</b>					
Specify:					
<b>Total State contributions:</b>	<b>\$226,279,937</b>	<b>\$149,145,916</b>	<b>\$193,496,885</b>		

<sup>1</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>2</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>3</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

**Data Table A(1)-4 Data Notes**

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match. \* NOTE: The increase in state CCDF expenditures in 2013 is a result of ONE-TIME restricted funds. Medicaid, on a one-time basis, forgave state match owed by the Department for Community Based Services to avoid budget reductions in FY13. These funds were used and depleted in FY13.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

<b>Total number of Children with High Needs participating in each type of Early Learning and Development Program<sup>1</sup></b>					
<b>Type of Early Learning and Development Program</b>	<b>Baseline</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>State-funded preschool (annual census count; e.g., October 1 count)</b>	22,558	22,492	22,657		
Specify:	Annual census count; Oct 1 count				
<b>Early Head Start and Head Start<sup>2</sup> (funded enrollment)</b>	14,330	14,659	12,864		
<b>Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count)</b>	11,710	11,613	11,884		
<b>Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report )</b>					
<b>Programs receiving CCDF funds (average monthly served)</b>	40,890	27,789	22,792		
<b>Other 1</b>					
Describe:	Source: Unduplicated Count of Subsidy Children Served/Receiving CCDF Fund				
<b>Other 2</b>					
Describe:					
<b>Other 3</b>					
Describe:					
<b>Other 4</b>					
Describe:					
<b>Other 5</b>					
Describe:					
<b>Other 6</b>					
Describe:					
<b>Other 7</b>					
Describe:					
<b>Other 8</b>					
Describe:					

<sup>1</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

<sup>2</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

### **Data Table A(1)-5 Data Notes**

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

[The final column of data should match that reported in Table (A)(1)-3.]

\* Data Reported for Early Head Start and Head Start Year 2012 does not match the number reported in [The final column of data should match that reported in Table (A)(1)-3.]

\* Data Reported for Early Head Start and Head Start Year 2012 does not match the number reported in Table (A)(1)-3 for Early Head Start and Head Start Participation by Age because the number reported in (A)(1)-3 is Total Cumulative Enrollment and the number reported in this table is Total Funded Enrollment.

\*\*Number of children participating in programs funded under Title I is not available because data is not collected for public preschool programs based on chosen district funding stream.

For IDEA Part C: Programs funded by IDEA, Part C did not participate in TQRIS. Child counts are aggregate fiscal year counts from Director of IDEA, Part C Programs for Kentucky.

CCDF Program: The baseline year has been adjusted with permission from our Project Officer because 2013 data was secured from a differed source and did not represent unduplicated number of children being serve. The baseline, year 1 and year 2 data provided are all actual unduplicated counts. The reason for the drop between the baseline and year 1 is the lowering of eleigibility in year 1 dues to a lack of funds. And while the eligibility criteria has been restored by year 2, enrollment has not returned to former levels. The Division of Child Care is exploring the reasons for this. Source: Unduplicated Count of Subsidy Children Served/Receiving CCDF Funds

**Table (A)(1)-6: Current status of the State's Early Learning and Development Standards**

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

**Data Table A(1)-6 Notes**

Enter text to explain or clarify information as needed.

Kentucky's Early Learning Standards are age appropriate and are separate into two sets: Birth to 3, and 3s and 4s.

**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State.**

Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<b>State-funded preschool</b>	X	X	X		X
<i>Specify:</i>					
<b>Early Head Start and Head Start<sup>1</sup></b>	X	X	X	X	
<b>Programs funded by IDEA, Part C</b>	X	X			
<b>Programs funded by IDEA, Part B, section 619</b>	X	X	X		
<b>Programs funded under Title I of ESEA</b>	X	X	X		
<b>Programs receiving CCDF funds</b>			X		
<b>Current Quality Rating and Improvement System requirements (Specify by tier)</b>			X		
<b>Tier 1</b>					
<b>Tier 2</b>			X		
<b>Tier 3</b>			X		
<b>Tier 4</b>			X		
<b>Tier 5</b>			X		
<b>State licensing requirements</b>					
<b>Other 1</b>					
<i>Describe:</i>					
<b>Other 2</b>					
<i>Describe:</i>					
<b>Other 3</b>					
<i>Describe:</i>					
<b>Other 4</b>					
<i>Describe:</i>					
<b>Other 5</b>					
<i>Describe:</i>					

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Table (A)(1)-7 - Additional Other rows**

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

**Data Table A(1)-7 Notes**

Enter text here to clarify or explain any of the data if needed.

Current TQRIS does not require or measure screening, formative assessments, or measures of adult-child interaction. The new QRIS to be implemented in 2016 will include all of those elements.

## Budget and Expenditures

### Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

There are substantive differences in the amounts originally budgeted in year 2 and the amount spent. This was due in part to the fact that the development of the new standards of quality for the quality rating and improvement system took longer than anticipated. Since much of the spending for Project 2 was in the final quarter of 2015, some of the differences were due to reporting cycles for payment of work conducted in 2015 that did not appear in the state reporting system until 2016.

### Budget Summary Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The state will work with federal project officers to submit a budget amendment that distributes left over funds from year 2 into year three. For project 2 participating state agencies will submit a plan to federal project officers in the first quarter of 2016. The purpose of the plan is to provide the officers with detailed information on how the state will utilize year three funds to support project 2 goals.

## **Project Budget 1**

**Project Name:** Grants Management

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### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Substantial differences between budgeted funds and expenditures are reported in the annual performance report due to unspent amounts in training stipends. These funds will be distributed to later years of the grant.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The state has submitted a budget amendment to disperse unspent funds to later years of the grant.

## **Project Budget 2**

### **Project Name: Redesign the Tiered Quality Rating and Improvement System**

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#### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Substantial differences between the submitted budget and expenditures are reported in the annual performance report for project 2. The design of the new quality rating and improvement system has taken longer than anticipated. Staffing required for the implementation of the new system has been deferred. However, significant progress has been made with the conclusion of the first phase of the rating system pilot in 2015.

#### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Participating state agencies will submit a plan to federal project officers in the first quarter of 2016. The purpose of the plan is to provide the officers with detailed information on how the state will utilize year three funds to support project 2 goals.

The state has submitted a budget amendment to move unspent funds to later years of the grant.

## **Project Budget 3**

### **Project Name: Expansion of the Kentucky Early Learning Standards**

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#### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

A substantiative discrepancy will appear in the annual performance report this year for Project 3. This is due to the fact that the state switched vendors and realized savings based on new rates for services. The state has submitted a budget amendment to move unspent funds to later years of the grant.

#### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The state does not anticipate any substantive changes to the budget in the upcoming year.

## **Project Budget 4**

**Project Name:** United Way Born Learning Academies

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### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

A nominal discrepancy between the submitted state budget and the expenditures was reported because one school was not able to implement their United Way Born Learning Academy. These funds will be added to the Year 3 awards.

The state has submitted a budget amendment to move unspent funds to later years of the grant.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The state does not anticipate any substantive changes to the budget in the upcoming year.

## **Project Budget 5**

**Project Name: Kentucky Strengthening Families**

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### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

A nominal discrepancy between the submitted state budget and the expenditures was reported due to travel savings realized by collaborating with partner agencies. These funds will be added to the Year 2 amounts. The state has submitted a budget amendment to move unspent funds to later years of the grant.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The state does not anticipate any substantive changes to the budget in the upcoming year.

## **Project Budget 6**

**Project Name:** Responsive Professional Development and Unified Registry

### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

A substantiative discrepancy will appear in the annual performance report this year for Project 6. Delays in securing data sharing agreements have resulted in unspent funds. The state has submitted a budget amendment requesting moving unspent funds into year 3 budgets.

Significant funds were committed in 2015 for startup of the Leadership Academies, but no billing occurred in Year 2.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The state has submitted a budget amendment to move unspent funds to later years of the grant.

## **Project Budget 7**

### **Project Name: Expansion of the Longitudinal Data System**

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#### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

A substantial discrepancy will appear in the annual performance report this year for Project 7. The discrepancy represents unspent funds due to longer than anticipated time to place key personnel. However, in 2015, the Kentucky Center for Education and Workforce Statistics hired two new positions for work to be completed in 2016. The state has submitted a budget amendment to move unspent funds to later years of the grant.

#### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

The state does not anticipate any substantive changes to the budget in the upcoming year.

## **Project Budget 8**

**Project Name:** \_\_\_\_\_

### **Project Budget Narrative**

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

KENTUCKY RTT-ELC APPLICATION INCLUDED 7 PROJECTS.  
PAGES 82-103 HAVE BEEN DELETED.

### **Project Budget Explanation of Changes**

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

### RTT-ELC Budget Summary of Actual Expenditures

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$198,302.00	\$623,904.00	\$0.00	\$0.00	\$822,206.00
2. Fringe Benefits	\$105,690.00	\$274,528.00	\$0.00	\$0.00	\$380,218.00
3. Travel	\$3,947.00	\$14,864.00	\$0.00	\$0.00	\$18,811.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$14,936.00	\$9,380.00	\$0.00	\$0.00	\$24,316.00
6. Contractual	\$54,455.00	\$1,489,888.00	\$0.00	\$0.00	\$1,544,343.00
7. Training Stipends	\$0.00	\$48,300.00	\$0.00	\$0.00	\$48,300.00
8. Other	\$7,557.00	\$107,531.00	\$0.00	\$0.00	\$115,088.00
9. Total Direct Costs (add lines 1-8)	\$384,887.00	\$2,568,395.00	\$0.00	\$0.00	\$2,953,282.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$144,400.00	\$145,600.00	\$0.00	\$0.00	\$290,000.00
12. Funds set aside for participation in grantee technical assistance	\$21,921.00	\$42,254.00	\$0.00	\$0.00	\$64,175.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$551,208.00	\$2,756,249.00	\$0.00	\$0.00	\$3,307,457.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$551,208.00</b>	<b>\$2,756,249.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,307,457.00</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

**Actual Expenditures for Project 1 - Ensure mission integrity of the All STARS programs and coordinate across agencies and sectors to improve quality in early care and education programs.**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$190,409.00	\$283,209.00	\$0.00	\$0.00	\$473,618.00
2. Fringe Benefits	\$100,590.00	\$165,626.00	\$0.00	\$0.00	\$266,216.00
3. Travel	\$3,947.00	\$5,200.00	\$0.00	\$0.00	\$9,147.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$14,936.00	\$6,767.00	\$0.00	\$0.00	\$21,703.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$309,882.00	\$460,802.00	\$0.00	\$0.00	\$770,684.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$21,921.00	\$42,254.00	\$0.00	\$0.00	\$64,175.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$331,803.00	\$503,056.00	\$0.00	\$0.00	\$834,859.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$331,803.00</b>	<b>\$503,056.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$834,859.00</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

**Actual Expenditures for Project 2 - Kentucky will ensure that all early learning and development programs participate in the state's TQRIS and will require all ELDs to develop strategies to reach the higher levels of quality.**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$255,386.00	\$0.00	\$0.00	\$255,386.00
2. Fringe Benefits	\$0.00	\$82,185.00	\$0.00	\$0.00	\$82,185.00
3. Travel	\$0.00	\$8,606.00	\$0.00	\$0.00	\$8,606.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$2,613.00	\$0.00	\$0.00	\$2,613.00
6. Contractual	\$43,394.00	\$1,344,022.00	\$0.00	\$0.00	\$1,387,416.00
7. Training Stipends	\$0.00	\$48,300.00	\$0.00	\$0.00	\$48,300.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$43,394.00	\$1,741,112.00	\$0.00	\$0.00	\$1,784,506.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$43,394.00	\$1,741,112.00	\$0.00	\$0.00	\$1,784,506.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>15. Total Statewide Budget</b> (add lines 13-14)	\$43,394.00	\$1,741,112.00	\$0.00	\$0.00	\$1,784,506.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

**Actual Expenditures for Project 3 - Integrate Kentucky's Early Childhood Standards (KYECS) in all early learning and development programs.**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$25,719.00	\$0.00	\$0.00	\$25,719.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$25,719.00	\$0.00	\$0.00	\$25,719.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$0.00	\$25,719.00	\$0.00	\$0.00	\$25,719.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>15. Total Statewide Budget</b> (add lines 13-14)	\$0.00	\$25,719.00	\$0.00	\$0.00	\$25,719.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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**Actual Expenditures for Project 4 - Expand bornlearning® Academies across the Commonwealth through Family Resource and Youth Service Centers (FRYSC)**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$7,893.00	\$56,786.00	\$0.00	\$0.00	\$64,679.00
2. Fringe Benefits	\$5,100.00	\$26,717.00	\$0.00	\$0.00	\$31,817.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$12,993.00	\$83,503.00	\$0.00	\$0.00	\$96,496.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$144,400.00	\$145,600.00	\$0.00	\$0.00	\$290,000.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$157,393.00	\$229,103.00	\$0.00	\$0.00	\$386,496.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$157,393.00</b>	<b>\$229,103.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$386,496.00</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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**Actual Expenditures for Project 5 - Kentucky will implement the Strengthening Families (SF) Framework across the Commonwealth.**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$1,058.00	\$0.00	\$0.00	\$1,058.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$1,058.00	\$0.00	\$0.00	\$1,058.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$0.00	\$1,058.00	\$0.00	\$0.00	\$1,058.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>15. Total Statewide Budget</b> (add lines 13-14)	\$0.00	\$1,058.00	\$0.00	\$0.00	\$1,058.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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**Actual Expenditures for Project 6 - Develop a Responsive System of Professional Development Support and Create a Unified Registry**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$11,061.00	\$145,866.00	\$0.00	\$0.00	\$156,927.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$11,061.00	\$145,866.00	\$0.00	\$0.00	\$156,927.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$11,061.00	\$145,866.00	\$0.00	\$0.00	\$156,927.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>15. Total Statewide Budget</b> (add lines 13-14)	\$11,061.00	\$145,866.00	\$0.00	\$0.00	\$156,927.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

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Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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**Actual Expenditures for Project 7 - Integrate all Early Childhood data into Kentucky's Longitudinal Data System to create a Birth to Workforce data system**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$28,523.00	\$0.00	\$0.00	\$28,523.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$7,557.00	\$81,812.00	\$0.00	\$0.00	\$89,369.00
9. Total Direct Costs (add lines 1-8)	\$7,557.00	\$110,335.00	\$0.00	\$0.00	\$117,892.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$7,557.00	\$110,335.00	\$0.00	\$0.00	\$117,892.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$7,557.00</b>	<b>\$110,335.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$117,892.00</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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